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Can We Obtain and Train Librarians to Meet the Obligations of Adult Education?

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What are the obligations of adult education resting upon librarians?

At the very beginning of our planning for this new emphasis upon a very old feature of our professional activity it is to be hoped that we can clear away the fog of general ideas which always gathers about enthusiasms and get our course charted for the place where we want to go. As librarians we are primarily women, and therefore impulsively enthusiastic, as professional people we are impractical, as public employes we are irresponsible and extravagant, and as book people we are visionary—all of which is largely untrue—but there is just enough of the odor of truth about it all that any new plan should be undertaken warily—or better still, “aware-ily.” Let us see clearly then at the outset that our obligations are primarily obligations of service and not obligations of statistics.

The goal we have set ourselves is education for adults and we, as a nation, are very expensively learning that the relation between education and statistics is a very complex affair. Indeed, we are beginning to perceive that as long as the statistics are concerned primarily with student bodies, physical equipment, extra curricula activities and plant in general, the ratio tends to become a matter of inverse proportion—a sort of “the greater, the

fewer” affair. We are coming to see that large statistics are significant only if they are attached to significant things—and that small figures may be indicative of excellence and achievement in other than the cost of administration columns. Education has fundamentally little to do with numbers—whether in schools or in libraries—but what that little is needs to be very carefully ascertained before we can make our contribution to the adult education movement.

To provide service stations of education for adults—that is our obligation. And the first requisite of a service station is that it shall be well stocked with reliable supplies. Standard Oil didn’t run its stock up to—oh, well, whatever it is today—on the service basis of a polite, clean young man who could run out from his cute little house and tell you, in your gasping flivver, that he was very sorry but the gasoline was all out, and would a pint of kerosene do? Nor did the automobile business build its far flung battle line upon a group of mechanics who could name you the parts of an automobile and sell you one out of a store, but who couldn’t tell you how the thing worked nor give you what you needed to make it go again when you got stalled. Service implies possession of materials, skill in using them, knowledge of how they work, command of resources. It implies that the thing to be given must first be possessed by the giver.

¹ Read at meeting of Lending section, A. I. A. conference, Seattle, July, 1925.

Right here we need to take the first soundings in our library project for adult education. To vary somewhat the title of this paper—Have we librarians competent to meet the obligations of adult education? Certainly we have, and you can each summon a group of names to answer this roll-call. *But*—have we *enough* for the demand? Are they all available for the demand? Are we intelligently recruiting for the future so that we may be adequate to the coming demand?

When we were doing adult education and making very little fuss about it, every fine book-woman was merely a general asset to a library, someone who could do just a little more for readers than they mostly expected, someone to be looked for when one went to the library because she seemed to know better what one wanted; in short, a sort of luxury above and beyond the necessary officials and general ministrants who gave what was asked for if you knew what it was. If, however, we make a point of adult education and proclaim ourselves ready to furnish *educational* service as well as book service, those offices which were gratefully appreciated as unusual and, to the general mind, as "not nominated in the bond," will be much more casually accepted, looked for and demanded as a matter of course.

Here again we are confronted with our old enemy, statistics. Without doubt, adult education service will send up the cost of administration figures—if it doesn't, it seems perfectly obvious that the quality of that service must be suspected. In no other department of life does one buy genuine goods at shoddy prices and we can not expect to in library service, or if we can, we should be ashamed of such profiteering.

Sometimes I wonder if here we do not work injustice to those arbiters of our financial weal or woe—the business men of our communities. They are trained to the estimation of values of a kind—they distinguish between real and shoddy in their own business—they figure good-will and confidence and satisfied customers into their hard cash transactions. If we ourselves are firmly grounded in our

ideals of service, if we are intelligently convinced of our professional worth (not just bombastically prideful about it), if we have a clear vision of how far professionalism may avail itself of business technique and just where it must take leave of business ethics or cease to be a profession—if we see our real values clearly, I cannot but believe that we can convincingly talk to business men and to the general taxpayer. After all, the average borrower cares much less whether we have 1.8 per cent circulation per capita or 3.1 per cent, than whether he gets the intelligent help he wants. He may feel a glow of local pride as he reads (forcible feeding usually!) that his home town can issue a book at the average cost of 32.3 cents while in a neighboring town it costs 33.2 cents. But the glow soon pales if, at his next visit to the library in search of the best translation of Paul Verlaine, he is dispatched to the catalog to "get the number, please," because the floor attendant never heard of Verlaine, doesn't know what he was translated from—nor particularly care.

The obligation resting upon us is to supply efficient, intelligent, alert, informed, trained service.

Can we obtain and train librarians to give this service? We *must*—or stop talking about adult education in libraries. That is the axiomatic, flat verity upon which our two feet should be firmly planted as a preliminary to making a successful and dignified entrance into this new era of professional activity. If we must spend time proving axioms, clearly we shall never get to solving our practical problems—and these practical problems are *to obtain* and *to train*; or in familiar phraseology—recruiting and professional education. Now you will easily see that in so brief a discussion I cannot adequately present either of these problems, to say nothing of both. So I shall make no attempt to be comprehensive but shall concentrate on being suggestive merely. May I suggest some of our problems in a series of questions?

1) *Can we obtain and train librarians to fulfill the obligations of adult education at our present average salaries?*

Not likely—and every patriotic American should hope not—for what is the probable future of a country which rates the public-spirited service of its educators so far below the deserts of its automobile salesman? Not that we measure by the money yardstick, but since we are compelled to function and limit our lives on the dollar basis, we can help our communities to appreciate values only by seeing to it that the real values come out on top. It's a part of adult education!

However, our excellent salaries committee has that matter so efficiently in hand that we can look forward to constant improvement. After reading their stimulating recommendations I go out and recklessly spend all my last month's salary when I realize what my next month's salary ought to be! Now let the trustees get the money and the librarians apportion it in accordance with our educational aims.

2) Can we with our present schedules of working hours attract librarians of the right caliber?

When the average working day was twelve hours long or even ten hours, the librarian's seven-and-a-half or eight-hour day made a decided appeal to those ambitious souls who were seeking some means of livelihood which should not consume their entire vitality and would leave them a margin of time for social and recreational life. Now that the average working day has shrunk to eight hours, the librarian's seven-and-a-half hour-day has no longer its old significance. There is other less exacting work which offers at least as much time for outside human relationships.

N. B. The librarian who is *not* susceptible to the legitimate claims of social and recreational life is not the librarian best fitted to meet the intensely human demands of adult education service. This leads naturally to our third question.

3) Can we meet our obligations with our present limited opportunities for keeping up with books and events and for renewing ourselves mentally?

The opportunity for continued growth is one of our best professional recruiting lines. It appeals to those alert, ambitious

minds whom we especially want to attract. *But*, one of the dissatisfactions most commonly expressed by librarians of several years' standing is the disheartening difficulty of finding time or opportunity for study and for keeping professionally fit. It is not the unambitious who complain. Conditions are about right for them! But to a mind full of the vision of what informed and prepared workers could do, our devoted but superficial pickings at the edges of the problem seem exasperatingly inadequate. Some libraries are already pointing the way with the staff courses provided by the library both as to time and instructor; with book meetings in the library for the staff, etc. These things are not to be regarded as indulgences granted to a staff to bribe or placate them. They are investments of public funds and surely they are among the best in their rate of interest returned in improved service to the public and increased interest on the part of the staff. If it pays a university to grant a sabbatical year for research and general intellectual regeneration, why doubt the efficacy of study years (or months) for the library "professors"? Of course, they must really be of professorial caliber for a full sabbatical year. We are here concerned with the building and maintenance of professional "morale." Nothing so stimulates "morale" as a sense of one's fitness for one's work and a conviction of preparedness to meet its demands, although almost equally powerful is the sense of professional dignity which raises a mere job into an integral part of one's living. This is where library policy must not follow too closely the lines of industry or even of such professions as teaching and lose its character of democratic administration. A time clock is good business for "hands"; a series of autocratic orders blindly and unquestioningly executed may make a perfectly functioning army, but neither policy develops intelligent loyalty nor professional efficiency. Professional efficiency depends so largely on the spirit of the workers—and the spirit cannot be coerced and driven—it must be won and led.

We accept at last the fact that the librarian who stays within her library walls is

lost—or, rather, her public is lost. May it not be even more generally true that sometimes the best investment of a library worker's hour from the point of view of return to the public is made "on the outside." Everything that elevates the personal and individual worth of each or any member of the staff can scarcely fail to react in an increase in the quality of that personal service which we are so eager to keep in our professional touch with adults. It isn't only armies that win or lose on "morale." It is every phase of work that depends for its success on human staying power. Its cost is high—but its loss costs higher. Adult education service will test the morale of any staff—and will make utterly ridiculous the scurried scamperings of unprepared library workers.

Nor will it permanently solve the problem to establish one-man readers' bureaus, readers' assistants, etc., valuable as these offices are. Indeed, for a time this may be our only solution. But a plan so far-reaching as the adult education of a community cannot rest on the shoulders of any one person, no matter how competent she may be. She can stem the current for a time and while the idea gathers way she may care for the first trickles of the demand, but successful prosecution of the conception calls for nothing less than an adequately prepared staff. Behind the bulwark of the reader's assistant we must be preparing for general book service. Specialization with sufficient touch with the general work, or with change of specialty often enough to prevent narrowness and *myopia specialistica*, seems inevitable. Eternally must the librarian hold her course between the Scylla of specialization and the Charybdis of superficiality—on neither side the pathway is strewn with professional wrecks.

This brings me to my last question.

4) *Can we suggest training that will help in fitting librarians to meet the great obligation of adult education service?*

Every young librarian I have known needs much more book knowledge from the librarian's standpoint. Even college graduates have a very fragmentary and inchoate book background. The academic

attitude towards books is not the same as the library attitude. A college literary course is an excellent foundation upon which to build library book courses, but it is by no means a substitute. Much more book work must be inducted into library training before we can touch adult education intelligently. Either it must get into the schools or it must get into staff courses—but in it must get, somewhere. It is objected that there isn't time in a one-year course for any more than is already being given, and I believe that may be true. But sometimes replanning of old courses reveals a wastage of time and effort on the part of the students which could be saved by better organization of courses or by better presentation of material. It is not here my purpose, even if I were not sensible of my incompetence, to tell library educators how to conduct their affairs. I can only reiterate that, in my humble opinion, we *must* have more study of books from the library viewpoint, more vitalizing of books and tying them into the lives and hearts of librarians as well as the public if we wish honestly to essay the obligations of adult education.

Two other vital matters will be given more adequate attention when we really begin to train for adult education service—the study of community problems and library psychology. Good heavens! shall this age evolve a whole vocabulary of the approach, the suggestion, the mesmerization and clinching the bargain in selling a prospect anything from an automobile to a bar of soap? And shall the tremendous matter of establishing contact between the right book and the right person at the right moment be left to the largely chancy technique of the average library assistant? (And that is no aspersion on the ability of the average assistant.) Real intelligence and the best of good will are often handicapped here. It's a matter of experience, of preparation, of training in sizing up conditions and situations; and it is costly teaching these things at the public's expense—costly for the library, I mean.

For, after all, it is service for the intellectually able-minded that we must provide if we are to make of our adult edu-

cation service all it is capable of becoming. I would not for a moment underestimate our great and necessary service to the intellectually under-developed, the great mass of stunted, warped or crippled minds who need us—or who do not even know they need us—but after all we are not exclusively clinical or missionary in our purpose. We want behind our libraries the more intelligent and the most capable people in our communities, not merely sympathetically in respect to our services to others but actively in our debt for services rendered to themselves. That is the only dignified way in which we can approach their pocketbooks—on the basis of what we have to offer in exchange. And adult education service, if we rise to its possibilities, will give us this approach to every man and woman in the community.

We cannot take the narrow "uplift" attitude toward adult education as a service from superiors to inferiors exclusively. We have ourselves defined the problem as including service among equals. Let me quote from the first bulletin of the A. L. A. commission on the library and adult education:

What is adult education? It may mean the teaching of reading to illiterates. To some it

means the Americanization of the foreign born; to others it signifies vocational training. But adult education goes far beyond all these. It is based on a recognition of the fact that education is a life-long process, and that the university graduate, as well as the man of little schooling, is in need of further training, inspiration and mental growth; that the training secured in school and college is necessarily limited to fundamentals, and that the real development of the individual lies in the independent effort of later years.

The World association for adult education states that its purpose is

To dispel the melancholy belief that grown men and women have nothing left to learn, and to diffuse throughout all countries and in every section of society, the sense of wonder and curiosity and the gift of mutual sympathy and companionship which add so much to the meaning of life.

It pursues this purpose by seeking to establish contact between all those, whoever and wherever they be, who hold fast to the belief that the true purpose of education, for young and old, is the understanding and enjoyment of life, and that the uneducated man is not he who cannot read or write or count or spell, but he who walks unseeing and unhearing, unaccompanied and unhappy, through the busy streets and glorious open spaces of life's infinite pilgrimage.

Can we obtain and train librarians to meet these obligations of adult education? To doubt it is not professionally thinkable. Assuredly we can. *Will we?*

The Ounce of Prevention¹

Effie L. Power, director, Work with children, Public library, Cleveland, O.

A short time ago a small serious-faced Polish boy entered our Perkins branch library and requested a book which would help his father "learn English." He was given "English for coming Americans," which he viewed rather critically. The assistant waited a few minutes and then asked him tactfully why the book would not do. He replied, "My father, he ain't coming. He's been here five years."

The problem of adult education has been with us some time and I shall not attempt to define it in view of the many

excellent presentations which have recently been published. But while the problem is an old one, it has assumed new aspects in relation to the public library of today and we have recently been given a new vision of our responsibility by educational leaders. As children's librarians we are professionally eager to find the place which children's work should occupy in the program being projected, and are ready to follow Dr Learned's suggestion to discover the maximum value of our stock for each individual and to give notice.

Probably our chief obligation to adult education work is to create a demand for

¹Presented at meeting of Children's Librarians' section, A. L. A. conference, Seattle, July, 1925.

it by the quality of our work during the educational period of youth. It is the adult with vision who asks for more. Surveys show that there is a present day desire for learning which has not all been born in the world of industrial competition, and that education is being sought "not for livelihood but for living and for culture and for enlightenment, which are their own reward."

We are working with children and it is our duty to keep them children for awhile; to create a Peter Pan world for them in which their curiosities may be satisfied and their imaginations may develop in innocence, but, at the right time, like Wendy and the boys, most children are eager to go back to all that represents to them the world of reality. Do we send them on enriched in soul and spirit, with the will to seek the information they will need to fight life's battles, or have they spent their time with us in play that has no significance? Our task is to reach all the children, and having done so, to establish permanent interests; to train them to use books and to love books; and to relate their use of books and their general reading to their lives. If we fulfil our obligations to the children we should have an ounce of prevention to offer against illiteracy, dullness, pessimism, loss of faith, lack of ambition and unhappiness which is well worth a pound of adult education as cure.

During the recent opening of the new Cleveland public library a kindly old man who had been looking around the Lewis Carroll room said: "How Abraham Lincoln would have enjoyed this library." Usually his age wags its head and discourses on days that have gone and the strength that comes from contact with a few books often stubborn, and not always great, forgetting entirely the thousands of boys and girls who never read at all and about whom we hear nothing and also forgetting the joy the great souls of the past would have found in freely discovering and selecting for themselves from the great literature of the world in the beautiful forms in which it is procurable today.

Benjamin Franklin says in his autobiography, "My father's library consisted chiefly of books in polemic divinity, most of which I read, and have since often regretted that at a time when I had such a thirst for knowledge more proper books had not fallen my way."

Stevenson writes of his father's library that it was a spot of some austerity containing the proceedings of learned societies, some Latin divinity and many books on optics, and that it was only in the holes and corners that anything really legible existed as by accident. However, he goes on to name a considerable number of very delightful books found there, Arabian nights, Scott's novels, and Robinson Crusoe.

If I may modestly quote from my own experience in connection with these notable people, I wasted a lot of time on Burton's Anatomy of melancholy because I had read everything in two family libraries which I considered worth reading, and I missed Kingsley's Water babies and Hans Andersen's stories at the time when I should have fed on them because I did not have access to a public library.

Already the biographies of a few of the generation which includes Walt Whitman, John Burroughs and our own beloved Andrew Carnegie, pay tribute to the public library with its wide range of attractive reading, and it is quite evident that the library of hard knocks has had its day.

Besides the primary purpose of training children for adult life, which I wish to discuss more fully later, have we anything to contribute toward work with those individuals and members of small groups who have never used the children's rooms but whom the library wishes to aid?

Children's librarians should have a wider and more intimate contact with the family life of a city than any other group of library workers. Children use but one library and that one is necessarily near home. They are friendly and communicative and visit this neighborhood library frequently. The newly arrived foreign child is very quickly found there. The

children's librarian has many reasons for visiting the homes in her district which gives her the opportunity to see ways in which the library might aid the adult members of families. Does she always make the most of these contacts and is the adult education worker aware of them?

I have been told that we offer more homelike and less forbidding library rooms for meetings and for first visits by timid people. Our branch supervisor in Cleveland praises the social mindedness of well-trained children's librarians. Children invite responsiveness and we easily form the habit of being cordial through our relations with them.

I also think that children's librarians have something to offer library workers in adult education in practical methods of conducting library instruction, story hours, reading clubs and in methods of personal work, both with small groups and with individuals. We have always been expected to gain the interest of large numbers of children and to hold them. The first is not hard as children run in herds; we know we can find them in the classroom if they do not take the initiative about coming to the library and it is comparatively easy to get them to the library for a first visit. The real test comes later, when, if our methods of working with them are not right, they don all sorts of protective coloring or stay away. Thus the children train us to understand and respect the other person's point of view. It is sometimes a humbling experience but a valuable one. I consider voluntary attendance our most precious possession and one to be jealously guarded.

To return to the question of establishing permanent interests, are we too easily satisfied with results? When the Robin Hood film was being shown in Cleveland, a man who drives a laundry wagon paid a visit to one of our branch libraries to get Howard Pyle's version. It was his first visit for several years and he explained that he had not been in because he had been too busy to read but that he missed so much in the picture that he

wanted to make sure that the book story was as he remembered it. Because that man did not continue to read two books a week after he left school the library had not failed in his case, but could it have done more?

There is a conductor on a street railway that passes this same branch who regularly comments on the books he read in that branch as a boy when he sees them in the hands of members of the staff who use his car. He had passed this interest along to his children but he has ceased to use the library for himself.

All librarians have had the experience of being hailed as the person who gave out such and such a book. The one I treasure most came from a young girl in a normal school group who said, "You don't remember me, but you gave me Alice in Wonderland." Such experiences prove to us that books that we believe in have made a permanent emotional appeal and give us faith in our work. This sentimental result is important, but alone is it enough?

As we extend our work over more territory in our great cities the public library problem becomes more complicated. It calls for more and better trained workers, specialization within the field and finer distinction in methods of work with groups as well as all the adaptations necessary to meet the interests and needs of a constantly increasing number of individuals. We need a theory which can be illustrated in terms of methods and results, for the purpose of unifying present day children's work and for purposes of training children's librarians. Library work with children has developed in a natural way to meet a need and its basis is sound, but a thorough investigation of the causes of unhappiness in present day adult life and its vocational needs should help us to steer our course more intelligently.

The factors which determine the quality of modern library work with children are the children's librarian, the book collection, the equipment provided and the rules and regulations governing the children's use of the library. It is the business of the chief librarian to see that

these conditions are right and after 25 years of recognition of children's work as special work by the American Library Association, there should be satisfactory standards to follow.

There are reliable sources of information regarding books and aids to the equipment of children's rooms and school libraries, but no statement of the rules and policies which should govern the organization of children's work in relation to adult work has been put into definite form. Also, the dearth of trained children's librarians is almost as appalling as the make-shifts many chief librarians are accepting without protest. This lack of trained workers will undermine much that has been accomplished during the past two decades and should be immediately remedied. Libraries beginning adult education work should first see that ample provision has been made for its foundation work with its children.

In the matter of the use of the library by the so-called intermediates, we are wigwagging between the adult rooms and the children's rooms in an earnest effort to meet the problem when what we need is space, books and properly trained workers to study the library needs and the reading interests of this border line age. Do we give the child of 14 personal attention in connection with a comparatively small collection of books and then fling him headlong into the bewildering maze of the adult library on his fifteenth birthday, with no follow-up system? Is this because we have sublime faith in the habit forming methods of the children's room? Certainly not! Have we begun anything worth following? Certainly yes! Do we lack time, strength and funds to think the problem through and to tackle it? Yes, and this combined with the fact that most libraries have not placed the responsibility for the reading of its young people between the ages of 14 and 18 in any one place is the real difficulty. We are building at both ends but not bridging the gap.

Studying this problem from the viewpoint of our work in Cleveland, to solve it we need senior high-school libraries,

junior high-school libraries, a few separate rooms similar to the Stevenson room at the new Main library, a liberal sprinkling of adult books in the children's rooms collections, some juvenile books in the adult collections used by young people (possibly on closed shelves), and a sufficient number of librarians trained in both children's work and general work for personal service in all children's rooms, school libraries, the Popular library at Main and in the branches. Added to this there should be some type of centralized supervision provided and a follow-up system developed. Perhaps the volume of work in Cleveland has grown sufficiently large to justify the creation of a new department. Not necessarily one with physical boundaries but an organization to give assistance and to act in an advisory capacity to the Children's department, the School department, the Branch department and the divisions of the Main library.

All this sounds like a large order but we have it in part. The Stevenson room is an experimental room administered by the School department for readers of senior high-school age. It adjoins the Lewis Carroll room for children and there is a friendly open door between. A library committee is at work preparing lists of adult books for young people's general reading for use in the branches and elsewhere. In coöperation with the schools we have also prepared graded lists chiefly juvenile but including some adult books. The School department is also working on a card system by means of which it expects to follow the students from the junior and senior high-school libraries and note their use of the general library branches after their school days are over.

Like many other public libraries, we realize our responsibility and have made a beginning which we fully intend to carry through. We know pretty well what these young readers like and what they need in the way of books, although we are not yet agreed as to how far we should place the modern novels on the open shelves used by them. As to organization, our work is more experimental. We are heading up under our

chief librarian who knows how to inspire and promote team work and who is emphasizing the importance of having every department share in the library's work with these young people.

The modern young girl is in many ways easier to work with than the more reserved type of 10 years ago. She is honest and lovable, but her emphasis on the physical facts of life makes us wonder where the modern fiction magazine and the realistic novel which she reads and discusses so frankly are leading her.

This change in type is more noticeable in the case of the girl because the boy has always been objective in his attitude toward life and we have had wholesome books to give him, books of out-of-door life in great spaces, thrilling biographies, story books with plot and plenty of vigorous, heroic action.

If we can bring the young girl past the modern egoistic, little soul-dissecting, emotional writing which is being flaunted before her to books of true sentiment and noble action, we shall have helped to solve the problem of educating her generation and the generation she produces.

We have high hopes, attractive books, proved methods and the impressionable years of youth for our field. But let us not be satisfied with merely shooting arrows high into the air; like good marksmen, let us study the distance we have to cover, understanding well the deceptions of air and space and color to the eye.

The period covered by our part of the library's work is brief. We must therefore plan wisely and work with well directed force and speed. For, after all, "nothing matters much, after one's twelve."

In the Letter Box

Slight Revision in New Edition

Editor, PUBLIC LIBRARIES:

We have just compared the 1923 and 1915 editions of Holt's Encyclopedia of etiquette, Doubleday, and find only the slightest changes except in the section relating to servants, where chauffeurs have been substituted for coachmen, and some other changes made. Illustrations are more modern.

Librarians who contemplate buying the new edition should know that for the average borrower, the old one will answer fully as well.

CORNELIA MARVIN
Librarian

Oregon state library

Vice Versa

Editor, PUBLIC LIBRARIES:

I was so interested in that article in the June PUBLIC LIBRARIES on what a librarian has a right to expect of a library school graduate. All right and interesting it seemed to me, but why don't you get someone to say what a graduate could, in

all justice, expect of the head librarian? It is a subject that, as far as I know, has not been touched on, and there is considerable matter there. Also, in this advanced school we are all talking about, can't there be some classes for executives in personnel management? You know how it is—we always want the preacher to aim his sermon at the other person!

M. B. H.

An Echo?

Editor, PUBLIC LIBRARIES:

For a number of years we have circulated among the staff a sheet of staff jottings called *The Haystack*, and occasionally these produce items of wider interest.

I am enclosing one inspired by the inventory which the entire staff took and which may find an echo in the heart of some other library assistant who has done this pleasurable (?) job.¹

F. K. W. D.

Brown University library
Providence, R. I.

¹See p. 422

Where Should Courtesy Begin?

Editor, PUBLIC LIBRARIES:

I should like to ask a question through your magazine. At the convention just held in Seattle, the qualifications of librarians and assistants were much discussed, and the keynote was personality, all meaning pleasing personality. Now the question is: Should not that most decided essential be expected to extend to all in the profession?

On my way home from the convention I visited one of our large libraries. When introduced to the chief, he did not get up to acknowledge the introduction, nor did he ask me to have a seat. In fact, his manners were that of a page, as he said he had begun library work as one. My stay in the office was only a few minutes but in that time all the enthusiasm of the convention was dimmed by the rudeness of his bored look and manner.

Why should time be taken for discussion on putting into the soul of a person that which should be there by inheritance before he adopts library work as a profession?

M. A. THOMAS

For Free Distribution

The Public library, St. Joseph, Mo., will donate the following magazines to any library paying transportation charges:

Atlantic Monthly, v. 2-31.*Galaxy*, v.17-24.*Blackwood's*, American ed., v.43-75, except v.46.*Westminster*, American ed., v.57-95.*Edinburgh Review*, American ed., v.95, 97, 99.**Look in the Book and See**

Editor, PUBLIC LIBRARIES:

A new assistant got a question at the desk which she was at a loss to know how to answer so she went in to get some help from the head librarian.

"I have just been asked where one could find a good review of Sense and sensibility. What shall I tell the lady?"

"Why, tell her to look in *Psychological Review* for about six months after the book came out."

This actually occurred, as I myself heard question and answer. I was so

nearly floored that I could not even laugh for hours afterward, and then felt more like crying to think that such ignorance could exist in one of our educational institutions. Am wondering whether the assistant delivered the reply as given.

F. B.

German Book Exhibit

An exhibit of German books on science, art and literature will be held at Columbia university, New York City, October 5-17. The collection, brought together by the Association of German Publishers and shown in Chicago last January in connection with the midwinter meeting of the A. L. A., has been increased nearly 50 per cent, a new catalog has been printed, and the exhibit is being rounded out in all directions. Consisting of about 15,000 volumes, the collection will represent the best books of the German press in the past decade although this is only a fraction of the entire output of the German press in that period. The exhibit will be under the immediate direction of Dr Wilhelm Riedner, chief librarian of the Bavarian national library, Munich, who was also in charge at Chicago.

Children's Book Week

Children's Book week will be observed, November 8-14. Librarians and organizations interested will find splendid suggestions in the following list of publicity material to be had from the National Association of Book Publishers, 25 West Thirty-third street, New York:

Poster designed by Jon Brubaker. "After all, there is nothing like A Good Book." Printed in eight colors. Free.

Card miniatures of poster in color, \$1 a 100.

Poster designed by Jessie Willcox Smith. "More Books in the Home." Printed in four colors. Free.

Card miniatures of Smith poster, in color, 75 cents a 100.

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Club program suggestions for Book week; circular compiled by General federation of women's clubs, Literature division. Free.

Book projects; circular compiled for schools by National congress of parents and teachers, Committee on children's reading. Free.

Suggestions for communities; circular giving suggestions for organizing a successful Book Week celebration. Free.

Magazine articles on children's reading; a list of recent articles. Free.

Book films; a selection made by the National board of review of motion pictures. Free.

Recuperation at Santa Barbara

The following is in response to a greeting sent to the Free public library of Santa Barbara, Cal., by the editor of PUBLIC LIBRARIES, at the time of the earthquake:

... You know how thankful I am, meeting or no meeting, that I was in Santa Barbara on June 29 with "my people." It is a wonderful public to be with during an earthquake, I assure you. These are tense and trying times but Barbareños are taking "counsel of courage, not of fear." Thank you a thousand times for your words of cheer.

I am sending you an article which Mr. Ilsley, president of our Library board, wrote for the local paper in response to many requests for particulars about the library. If you want to use some of it do.

FRANCES B. LINN

August 20, 1925

... Our Public library, broad and dignified without, noble and spacious within, with its sheltered patio behind, still wearing an air of newness, for it was only eight years old, one of the best loved buildings in the city, was battered and torn by the assault. A large part of the west wall toward the post-office fell out and portions of the east wall of the wing. The unbroken front wall and beautiful carved doorway stood intact. The floors, stacks, furniture and, best of all, the records and books suffered little or no injury. Perhaps 80 per cent of the structure is salvable, including the stacks and fittings.

The architect had not reckoned with earthquakes, no more than most of the builders in town, and hollow walls had been designed to insure a damp-proof structure for book storage, a building that ordinarily would have served for generations. The roof, built on steel trusses that span the large room, is nearly intact. A first inspection led to the hope that the open end might be shut off with a wooden partition during the rebuilding, and the library used, but further examination revealed serious damage to most of the walls that would necessitate vacating the building for months, perhaps a year.

The trustees and librarian were faced by the problem of how to carry on in the meantime, for an institution that has a card-holder in practically every literate home in the community cannot shut up shop for 12 months, or even 12 weeks. The city was canvassed for available quarters offering sufficient space. With the mention of a certain house came the thought

of the large well built stable with garage in the rear. Instantly this appeared a glorious possibility. This was a building, 54 x 68 feet, that had not suffered a twist in the shake, standing in a beautifully kept garden, on the car line, an ideal location for a temporary library. The owner generously offered it free for the use of the library during the period of rebuilding. This was the eleventh day after the earthquake. On the nineteenth working day after that the library opened its doors to the public in its new quarters. Carpenters had taken down partitions and erected walls, painters had made the dark redwood walls a light cream color, and the large central desk, catalog cases, magazine racks, tables and chairs from the old library were in place, and about 20,000 books had been moved and put on the shelves in classified order. At nine o'clock, August 3, the library was in perfect running order, the wide doors stood open to the sunlight, jars of flowers were on every hand, and the Stars and Stripes flew from the gable end.

Mrs Frances B. Linn was on the job every minute, at the old library and the new library at the same time, keeping both telephones busy, directing, deciding, encouraging, demanding, knowing every worker by name and getting the best out of him; only so was the miracle accomplished.

The quarters put at the disposal of the library include a gardener's house, where is room for the librarian's office, the catalog department and workroom. In the large building is a reading room, the main stack room, a corner for children, a neat little office made from the ex-harness room with its glass case, a magazine room in some rear stalls, and mending room back of that. On the other side of the building is large storing space in a row of stalls for eight horses, left from the days when the establishment was built 25 years ago. Upstairs a spacious loft supported on iron columns for tons of hay makes an admirable county library. From there, Miss Swisher, head of the County department, began to ship books to the branches nearly a week before the main library was open.

Every member of the staff has met the emergency with energy and cheer, sharing in the moving to the limit of their strength and meeting uncomfortable situations in the old building during settling quakes, and many friends have given both money and their services.

Except the Mission perhaps, there is no one building injured by the earthquake in which so many people are interested and which they are so anxious to see restored as the library.

The public library is an adult school; it is a perpetual and life-long continuation class; it is the greatest educational factor that we have; and the librarian is becoming our most important teacher and guide.

—Sir Walter Besant.

Monthly—Except August
and September

Public Libraries

216 W. Monroe Street
Chicago, Illinois

M. E. Ahern, Editor

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Contributions for current numbers of *PUBLIC LIBRARIES* should be in hand by the fifteenth of the month previous to the appearance of the magazine. Advertisements for which proof is not required can be accepted as late as the twenty-second of the previous month.

Impression of Western Librarians

THOSE who were fortunate enough to attend the Seattle conference surely returned with lasting memories of the many evidences of the pervading spirit of the West, that spirit which leads and drives individuals, organizations and communities to brush aside obstacles and accomplish the impossible. Western folk seem unafraid of slicing down hills and running up tax rates to obtain desired ends. Perhaps their horizons are wider. At least they refuse to make mountains out of mole hills, being perfectly familiar with real mountains. Their determination, their direct methods, their fore-

sightedness are refreshing characteristics to those who must meet the ingrained timidity of other sections fearful of disturbing things as they are. Out West even the "little things seem to grow big." When will the western pioneers start back east to pioneer again?

After the association of the summer, one can but wonder as he reads Katharine Fullerton Gerould's article in the September *Harper's* just what contacts that always interesting writer made that gave her the ideas she expresses in The Aristocratic West. No librarian has reported similar impressions, as yet.

Relationship Between Schools and Libraries

IT IS human nature for us when we are reminded of a failure to look for a scapegoat. The public school system has long been the scapegoat of librarians when they are reminded of weaknesses in provisions and methods for developing reading habits in the young. This tendency, however, seems to be changing.

During the past year the Indianapolis public library has been making a special effort to reach boys and girls out of school. Growing out of this effort was a paper by Mr Rush which was read by him at the Seattle conference. It gave one almost a feeling of the futility of ever being able to bring library resources

effectively to very many of those in the 14-to-20-year age group after they are out of school.

First of all, the difficulties incident to making the necessary contacts seem to be almost insuperable. Group organizations which are so common in other instances are practically nonexistent here. There are, it is true, such organizations as the Boy Scouts, Girl Scouts, Y. W. C. A., Y. M. C. A., and the Catholic Boys' Brigade, which are excellent sources of approach, and possibly too little utilized by libraries, but they have enrolled only a relatively small number of the boys and girls of the country. Moreover, the boy and girl of the rural districts, to whom books and reading by the very nature of things have a strong appeal, are but sparsely represented in these and similar organizations. It is not at all surprising, then, that after a period of careful study and experimentation Mr Rush comes to the conclusion that the beginning of library contacts must be made in the schools before the group disintegrates. But instead of resting content with placing all responsibility back on the school, the speaker called librarians to attention and reminded them that too generally the methods now employed for teaching reading habits are conventional and perfunctory.

All of this is but additional evidence of a fact PUBLIC LIBRARIES has recognized and talked about times without number—the necessity of a closer relationship between the school and the public library. It will not profit librarians to take refuge

To be honest is more than to refrain from stealing another man's purse, more than paying the exact number of dollars you owe. Honesty means far more than not defrauding other people financially. It means nothing less than not defrauding

in complaining that the schools do not graduate to them a youth who will come soldiering in with both a literary taste and a consuming appetite for a tableful of meaty books. There is hope in the ample evidence visible that librarians are less inclined than formerly to look for a scapegoat, in the increasing number of school and classroom libraries that are being installed, and in the fuller recognition that is being given to that splendid human institution, the children's librarian. But no greater work remains to be done in the library profession than the development of the school library with the necessary combination of a book-loving librarian and books, and the direct correlation of the work of the school with that of the children's and intermediate departments of the public library.

The librarian of the small town who is looking for an opportunity to do something worth while has the very best of opportunities for making this correlation since her contacts are more personal and direct and the possibilities of community leadership more promising.

The paper referred to makes the claim that this problem is "antecedent to adult education." It is, and to all education. The creation of an interest in and a desire for reading is the subject of scientific studies being made by a number of educators just now, and librarians will do well to keep abreast of those studies, apply them, and expend their best efforts to obtain a greater recognition of the place the public library can and should occupy in school life.

yourself by your own prejudices and false judgments. It means dealing fairly and squarely with yourself; looking at yourself with the same eyes with which you dissect the conduct of your associates.—*Clara K. Bayliss.*

Making Effective the Contribution of Business Librarians

PREVIOUS conferences of the A. L. A. have made it plain that some of the most valuable and timely contributions have been to the programs of the sections and round-tables which gather about the general sessions but which are largely independent of them. The Seattle conference was no exception in this respect. Among its contributions to the forward-looking plan of things, Miss Krause's paper, read before the Business Librarians round-table and printed in this issue, seems to PUBLIC LIBRARIES especially worthy of comment. The paper is a straightforward statement of the reasons why, in the opinion of its writer, those members of the A. L. A. who are business librarians should be given authority to organize as a section of the association. Round-tables, Miss Krause points out, are ephemeral, put forth to meet passing needs, while an organized section conserves the momentum generated year after year by definite continuity in organized work.

The work of business librarians should be definitely related to the three enterprises now being stressed by the American Library Association, the adult education movement, the program of better

professional education for librarianship, and the publications work of the association. In all these matters Miss Krause feels business librarians have contributions to make, but that permanent organization is necessary to make these contributions effective. Miss Krause is unquestionably right in saying that it is the function of a national library association to gather up all the interests common to various types of libraries and to unite them in definite forward movements of value, and she is probably right in feeling that the permanent relationship she advocates and considers essential can best be expressed through a properly organized section. It has been heretofore the policy of the A. L. A. so to gather up such interests common to various types and unite them in definite forms. This has been the *raison d'être* for the creation of sections, and the arguments and reasons put forth favoring a section of business librarians seem sound enough and weighty enough to warrant careful consideration by the Council of the petition which has been presented and which, according to the requirements of the constitution, will be referred to a specially appointed committee for study and recommendation.

Report on Library Personnel

One of the most interesting and thought provoking documents presented in A. L. A. circles for a long time was that of the A. L. A. committee on the classification of library personnel which it presented at Seattle, the findings and tentative suggestions of the Bureau of public personnel administration, acting as the technical staff of the A. L. A. committee.

The report represents an enormous amount of work and the findings are presented in a suggestive form. The ex-

planations accompanying the document are fair and in no degree dictatorial as to final conclusions. Indeed, this is one of the striking features of the whole report; there is no arbitrary dictum about it, yet nowhere is a plain assertion of facts avoided.

Doubtless there will be great variance in opinions regarding the report that is offered, but that is to be expected, and those responsible for the work not only expect it but earnestly invite questions, criticisms and suggestions. There is no

claim made for absolute correct conclusions—that further investigation will probably change some of the present statements is asserted throughout the report.

This is the first attempt ever made to standardize essential factors in library service and again it may be asserted that the work is important and worthy of close study on the part of all those responsible in any way for library service. It provides something for the perpetual critics and their relatives "to throw stones at," and a starting point for those eager for constructive advancement.

The report is in two sections. Section A is devoted to summaries of findings, recommendations, benefits, statements of the governing policies and principles, and brief explanations and discussions of the classification and compensation plans proposed. Section B consists of exhibits, the most important of which illustrate the classification and compensation plans proposed.

Succeeding reports will be welcome and all in the service will undoubtedly be glad to assist in making them successively more valuable.

From time to time, with the permission of the committee, PUBLIC LIBRARIES will present some of the more important findings and suggestions that are of general interest to the rank and file in library service.

Correction

Through a clerical error, in the report of the Library of Congress which appeared in the June PUBLIC LIBRARIES, p. 309, the name of Col. Lawrence Martin was included among the members of the staff who had died during the year. Happily, it is needless to say that Col. Martin's name should not have been included in that list and all apologies are offered for the inadvertency which indicated that the services of the chief of the Maps division were no longer available. Col. Martin expressed amusement and some interest "in a statement that I had not expected to read." Regret and confusion are the feelings of PUBLIC LIBRARIES.

As It Was in the Beginning

Frances Jenkins Olcott

In comparing the American people with those of other nations it is said that one of our most distinguishing characteristics is the habit of looking forward to the future rather than backward to the past. Now and then, however, it is surely well for us to cast a glance back along the paths worn by our predecessors; to try to trace the origins of important movements, and to do honor to those who laid the solid foundations upon which we are building today.

Organized work with children in public libraries is of comparatively recent date but its beginnings may be traced for nearly a hundred years. As early as 1835 the little town of West Cambridge, now Arlington, in the commonwealth of Massachusetts, had a juvenile library which was free to all school children. The young people of Nantucket seem to have been almost equally fortunate, for Maria Mitchell, who was librarian of the Atheneum for nearly 20 years, had a special friendship for boys and girls and her sympathy and advice were remembered long after they were grown. According to her biographer, when she saw them eagerly reading a certain book, she immediately read it herself. If she found it harmless, they were encouraged in their reading tastes; otherwise she had a convenient way of *losing* the book. In the Free public library of Pawtucket, R. I., Mrs. Sanders graciously welcomed the children at a time when, in most places, age restrictions automatically debarred them from all library privileges; and the Hartford library has an enviable record for its dealings with the younger folk, dating from 1875 when Caroline M. Hewins became the librarian. Although these were the exceptions rather than the general rule, by 1876 the question of the relation of public libraries to the young had come to the front and was recognized as one of special importance, yet it took time for the seed sown to sprout and bear fruit, and as late as the nineties large public libraries were still being designed and built with no thought of the children and

no provision for the needs of this very considerable portion of the community. But the leaven was already at work and library periodicals and reports throughout the last quarter of the nineteenth century bear witness to the increasing emphasis given to this phase of the American library movement. As the newer ideas gained ground and librarians began to recognize more fully their responsibility for encouraging a love of good reading in young people, their attitude changed and the prohibitory rules and regulations were gradually modified or abolished. The removal of the former age qualifications and the admission of large groups of lively boys and girls, endowed with much "satisfiable" curiosity, was an innovation which resulted at times in discomfort and annoyance to the older patrons of the library; and so separate collections of books and separate rooms for children followed in due course. This plan led to new difficulties and new opportunities. Assistants, it was found, were needed, not merely to guard the books and keep order, as at first thought, but to educate the children in the use of the library, to help them in their individual choice of books, and to develop their reading interests. The establishment of a school for the express purpose of training young women for service in this special field may be said to mark the culmination of the first stage in the development of library work with children, and the opening of the second period, that of organization, expansion and specialization.

Among the librarians who were instrumental in determining the trend of children's work during this second period, Frances Jenkins Olcott must be accounted one of the most influential. The title, "the children's friend," given to one of the early writers for young people, might well be bestowed upon her for her constant efforts in their behalf.

Miss Olcott was graduated from the New York State library school in 1896 and for a year or more thereafter she served as assistant librarian in the Public library, Brooklyn. In April, 1898, she became identified with the Carnegie libra-

ry of Pittsburgh, where a separate department had just been created for the purpose of organizing and systematizing the children's work, and where she remained until 1911. Since that date Miss Olcott has devoted herself to the writing and editing of books for children; but this article is concerned only with the period of her library service.

At the time Miss Olcott came to Pittsburgh, the Central library was the only place where children could obtain books. A room for young people had not been included in the plan of the building and the one being utilized, originally intended for periodicals, was but a makeshift, inadequate in size and quite unsuited for the purpose for which it was being used. Seats were provided for only 32 children but the attendance was sometimes as high as 250, so that on crowded afternoons they were often obliged to sit in rows upon the floor. The room was used for reading only and the books for circulation were shelved in the book wing and were therefore inaccessible to the boys and girls. Selection from the general catalog sometimes resulted in most disastrous choices. These deplorable conditions were remedied in part by a change in location of the children's room, the placing of a small circulating collection on the shelves and the employment of a special assistant to charge the books and to aid the children in their selection; but until additions to the building made more adequate quarters possible, the work at the Central library was never representative.

The installation of the branch library system was already under way and within a year after Miss Olcott became the head of the newly created department two branches were in operation, a third was nearing completion, and plans for others were being made. It was not only necessary to provide book collections and proper equipment for the new children's rooms as they were opened but one of the most pressing needs was the training of attendants to render competent service. A class was started which met regularly for the discussion of methods and, as a knowl-

edge of children's literature was a primary essential, the evaluation of books was begun and systematically carried on.

It is not the purpose of this brief retrospect to recount in detail the history of the next few years but a summary of some of the results accomplished may not be out of place in an attempt to indicate the contribution made by Miss Olcott to library work with children. The new department had aimed to place good books in the hands of every child in the city and, although the goal set forth was never, of course, absolutely reached, by 1911 a large and well selected collection of books had been built up and 227 agencies for their distribution were in operation. The department had been subdivided into divisions, each with a trained supervisor, additional children's rooms had been opened, coöperation with schools and playgrounds established, and home libraries and clubs organized in sections of the city not easily reached by other agencies. Story-telling had been introduced as a library method as early as 1899 and reading circles had been formed as a means of attracting the older boys and girls to good literature. Miss Olcott was especially successful in enlisting the interest and coöperation of civic and social organizations; and "mothers' afternoons" and "teachers' evenings" helped to bring the home, the school and the library into close touch with one another.

Possessed of an active and original mind, Miss Olcott was always conceiving some new idea or novel scheme which she was eager to test in practice, and so the library served somewhat in the nature of an experimental laboratory for the country at large. The results of these various experiences were made available to other librarians through Miss Olcott's contributions to periodicals, her library reports, and her activities in library association meetings. The work in Pittsburgh was therefore of more than local importance. "Projects," such as the exhibit prepared for the Social Economy section of the Jamestown exposition and the Industrial exposition of Western Pennsylvania had a distinct value in bringing the children's

library movement to the attention of the general public and in making its objectives better known. The reading lists, bibliographies and catalogs prepared by the department and published by the library had a high reputation and were widely used, and the graduates of the Training school for children's librarians, organized primarily for the training of assistants in the Carnegie library of Pittsburgh, carried the principles which Miss Olcott advocated into every section of the country. The school gave an impetus to all phases of library work with children and has been a permanent influence in library development, so that it may perhaps be considered as Miss Olcott's most enduring memorial.

In considering the recorded achievements of these 13 years, it may be said that the times were ripe and that Miss Olcott had the inestimable advantage of the support and encouragement of progressive librarians, but the initiative was mainly hers. She had the ability to discern the needs and to take advantage of the opportunities at hand. It took foresight also to plan wisely for future growth, ingenuity to adapt accepted library methods to new conditions, and persistent courage to carry through to success the various undertakings of the department, often in the face of difficulties and discouragements. Fortunately she was blessed with a constructive imagination and with an optimistic spirit which was contagious. Fortunately, also, she excelled in the selection of capable lieutenants to carry on the different divisions of the work as they developed; and her unusual power of inspiring others with her own zeal and enthusiasm was another valuable asset.

Miss Olcott had an innate sympathy with children which she never lost, even though the opportunities for personal contact with them lessened as administrative duties increased. She had numerous child friends and she loved to select books for them and to watch their delight as some new and particularly delectable volume was produced for their inspection and approval. The lives of innumerable poor children in the city slums were brightened by the surprises she planned for them and

it was a habit for many years on Christmas morning to go into one of the congested districts with baskets laden with dolls and toys for distribution.

Among other gifts of the gods may be mentioned that indefinable and elusive quality, known as personality, which is frequently decried by modern theorists but which in actual life has more than once proved the key to success. Most important of all, Miss Olcott possessed a broad outlook upon life and breadth of vision, essential elements in the early days of children's work, and no less desirable now.

In a period of experimentation, some mistakes were doubtless made. Changing conditions often necessitate a corresponding change in methods; but the underlying principles constantly stressed by Miss Olcott have borne the test of time. As it is well occasionally to turn from the detail of our daily tasks to the ideals which should inspire them, the basic principles which she held to be fundamental are briefly restated here.

Library work with children is of educational value; its function is as important as that of the schools and it should be a vital force in the life of a community.

Books are the tools of the children's librarian and must be selected with discrimination if they are to promote mental growth and help to develop character. The selection of books for the individual boy or girl must take into account the age, the social and racial background, the intellectual capacity and the special interests.

Library assistants who are to direct the reading should possess an interest in children and a sympathetic understanding of their needs as well as a love of literature and a knowledge of library methods.

Good and honest things may be made pleasant to children through the intelligent use of the right books.

Are not these the foundation stones of all truly successful work with children today? And does not the library profession owe a debt of gratitude to Miss Olcott and other leaders who, in the early and crucial days, by their insistence on high standards of service, set the pace for their successors and gained for children's work its present position of importance and usefulness? **ELVA S. SMITH**
Carnegie library of Pittsburgh

The most distinctive and democratic American institution is the free public library. Children's departments are important features; every library has its children's corner or separate room for juvenile patrons. Library work with and for children developed in the United States during the past quarter century.

A pioneer in this field is Frances Jenkins Olcott of Brooklyn. In 1898 she organized a children's department in the Pittsburgh library when it was a venture into the uncharted wilderness of questioning doubt or definite prejudice. What now seems so much a matter of course is the result of broad vision and courage in Miss Olcott and her co-workers of that recent day.

After the experiment had proved successful and other libraries, large and small, began to organize children's departments, the need for specially trained librarians became apparent. Again Miss Olcott's intrepid spirit and creative genius were manifest. She designed and organized the training school for children's librarians, outlining courses to prepare young women for ministering to the book needs of childhood and youth. This institution has added much to the educational prestige of Pittsburgh and continues a potent element in developing library work into a profession. Her own thorough preparation as a graduate of the New York State library school at Albany gave Miss Olcott a substantial foundation for imparting the principles of book selection, instruction in the use of reference books, simple but necessary technical methods, and business administration in children's departments of public libraries and in work with schools.

For a dozen years of the new century Miss Olcott directed the work of the department and the school, searching the markets of the world and laying the literatures of all languages under tribute for material suitable for use with children. She collected, edited and indexed fairy tales, stories, biographies, poems for her classes and circulating department staffs. From time to time, her notes have been made into books which are being used by

thousands of librarians, teachers and parents. Among these books are Good stories for great holidays, Bible stories to read and tell, Story-telling poems and ballads. Her taste and judgment are shown in the selection of 150 Bible stories not retold, but based on the strong and simple English of the King James version. Her versions of Arabian nights and many fairy stories are distinctly original contributions to child-lore. The Red Indian fairy book reveals painstaking research among government documents and society reports, retaining the flavor of

Miss Olcott was born in Paris, France, where her father was then vice-consul-general for United States. Many facts about her books and membership in learned societies are recorded but they do not explain her influence. One longs to know something of her personality and how she came to be what she is.

An Oklahoma librarian who has been much helped by her books and study outlines went East recently with a note which read, "Next time you are in New York, drop in to see me and we will have a cup of tea." The note bore the signa-



Frances Jenkins Olcott, librarian, 1897-1911

American Indian folk-legends and interpreting the character of the race with sympathetic dignity, withal making readable, understandable tales, told with the art that conceals art. The student can guess how she has delved. All her literary work stands the acid test—the children love her stories and find them interesting; they serve the purpose for which she wrote them.

ture, Frances Jenkins Olcott. The westerner dropped in and stayed seven hours. The "cup of tea" was a real supper prepared by Miss Olcott's own hands, served on a lovely little old table, in dishes of Hungarian ware. The talk was about children, books and libraries, mostly Oklahoma children and libraries, because Miss Olcott seemed most interested in them. Gradually, and without asking per-

tinent and impertinent questions in the regular interviewing manner, the visitor gleaned some information and acquired some impressions of this notable woman.

Her early childhood was spent in Nantes, Brittany, where she was taught by her parents and private tutors. Both parents were scholars, the father a graduate of two German universities, the mother a translator of French literature, yet at work on children's stories, transplanting them from French into English. Both parents were Bible Christians and taught their children the word of God in a very simple way by daily readings aloud and family prayers. There was a large family library where the children were exposed to the best products of book-making. The children unconsciously absorbed much of cultural value from these home surroundings and from contact with the art, romance and history of Nantes, but their regimen of hard study, concentration and research by the continental method gave them sticking qualities in finishing difficult tasks. Frances Jenkins Olcott has shown persistent industry in collecting and polishing gems of thought to present to children. She has mined the rough ore of folk-lore and legend and transformed it into jeweled caskets. The patient plodding drudgery of listing and indexing her findings so they may be found and used by others would not be possible without childhood drill in routine, to which her parents wisely subjected her. Her work is the logical result of her ancestry and environment, reacting on a happy, alert spirit which finds its greatest joy in passing joy to others.

MRS J. A. THOMPSON
Chickasha, Okla.

"Save for Good Books" was the slogan which attracted much attention to a recent window display in the State bank of Chicago, arranged by the bank and the University of Chicago Press. The exhibit featured the mechanics of book-making leading up to the finished volume. Above a background of some fine old books, three effective signs linked the display with the idea of saving for books and education.

Charge of the (Once) White Brigade

"Half a shelf, half a shelf,
Half a shelf read thru,"
So droned the plaintive voice
Of the stack crew.
All other work was stopped,
Everything else was dropped,
Madly they marked and mopped
All the hot day thru.

As per directions given,
Each team (there were eleven)
Took up its station.
Theirs not to make reply,
Theirs but to steam and sigh,
Theirs but to wonder why,
Why in creation!

Volumes to right of them,
Volumes to left of them,
Volumes in front of them—
Some badly busted.
Black grew each face and hand,
Black as an African
From Ethiope's coral strand—
Nobody'd dusted!

820 Sh2
Sounded the tall stacks thru,
Wild the confusion grew,
Shrill voices tired.
"Who picked this place for me?"
"I don't find 973."
"How near the end are we?"
So it transpired.

When all their toil was o'er,
When they were cool once more,
Washed clean each dust spot,
Maybe they called it play,
Maybe they wished that they
Might start again next day,
Maybe they did not.

EDITH R. BLANCHARD
Brown University library
Providence, R. I.

Books are not wiser than men, the true books are not easier to find than the true men, the bad books or vulgar books are not less obtrusive and not less ubiquitous than the bad men are everywhere; the art of right reading is as long and as difficult to learn as the art of right living. Those who are on good terms with the first author they meet run as much risk as men who surrender their time to the first person in the street, for to be open to every book is for the most part to gain as little as possible from any.—*Frederic Harrison in Reading and Home Study*.

**Forward Movements in the A. L. A.
and How They May Be Furthered
by Organized Groups in Its
Membership¹**

**Louise B. Krause, librarian, H. M. Byllesby
& Co., Chicago**

One word expresses the major portion of the thought, activities and desired goal of the American Library Association at the present time. The main thought of this Seattle conference revolves about it. Committees are most active in its behalf. Liberal sums of money are being given and spent for it. The word is EDUCATION. "Adult education," "Education for librarianship," are the phrases—almost slogans—sounding in our ears. The A. L. A. is rounding out its first half century with the fullness of a program which finds expression in plans for a trilogy of complete service: *Adult education*—"the conception of education as a lifelong process"—available to everyone through *library extension*, and made effective by the vitalizing power of an *educated librarianship*.

The word *education* is a truly fitting one in relation to the activities of libraries, for books and libraries are indispensable tools in acquiring any kind of education, from purely cultural to a practical vocation. Adult education, therefore, embraces "all sorts and conditions of men" seeking education from all sorts of motives—from that of creating within themselves the power to enjoy the finest works of literature to the education of head and hands to do more ably the practical work of the world.

We find all types of libraries have a relation to adult education, and all types of libraries interested in the education of librarians to do best the work required by each. We do not, therefore, think of adult education or education for librarianship only in terms of public libraries, because all kinds of libraries represented in the A. L. A. have their relation to these forward movements.

The strength of all movements in library affairs, as well as in national affairs of state, must find their strength and im-

petus not in the leadership of a few but in the active support of the rank and file. Wise leadership we must always have but in the last analysis the success of leadership in library affairs, as in other movements, depends upon the co-operation of the rank and file of membership. The A. L. A., like a nation, is composed of divers interests and classes of workers, and to put the emphasis only upon one type of library in its organization would be to defeat its national purpose. We do not believe that the A. L. A. or the public libraries themselves ever wish to write the word "public" into the title of the A. L. A., but rather to recognize that the function of a national library association is to gather up all the interests common to various types of libraries and to unite them in definite forward movements of value; at the same time providing under the constitution of the A. L. A., as is now the case, for groups in its membership having specific library problems to meet and discuss them. The group meeting or section, therefore, should not only discuss its own peculiar problems but it should also make it its business to see what contributions the group can make to the general forward common movements of the association as a whole.

This may be illustrated by the relation of all sections in the association to the subject of education for librarianship. The individual members of each group or section, out of their every-day experience, know what is needed in library education to meet adequately the daily arising problems in their particular type of library. This combined knowledge should be formulated by the section or group and presented to the general board of the association having this work definitely in charge.

There is not time to speak of all the various groups of libraries in the A. L. A. and what their specific interests are, even if the speaker were qualified to do so. Therefore, in the brief period allotted to this paper the speaker can deal only with one type of library represented in the membership of the A. L. A., with which she is familiar, namely, the business library. In discussing the function of a sec-

¹Presented at Business Librarians' round-table, A. L. A. conference, Seattle, July, 1926.

tion of business librarians in the membership of the A. L. A., possibly just what is meant by the term "business librarian" should be clearly defined in order that there may be no confusion in our minds through incorrect terminology. A "business librarian" is a librarian who is employed to conduct a library in a money-making institution or in a voluntary association of business men organized to promote their business interests. The business librarians, therefore, are a group having close contact with the particular problems of commerce, industry and finance, and often close contact with the problems of applied science as they relate to industry.

The business library properly belongs in the A. L. A. Why? Let us analyze the situation a moment.

No longer is the scope of either public or college library purely cultural. No longer does the word *education* apply only to *belles lettres* or the humanities, for commerce, finance, applied science have become integral parts of our great universities. Our university libraries have kept pace with the demands made upon them by students of these subjects, and our large public libraries have gone so far as to establish specific branches or departments to meet what in general may be termed the needs of business. The A. L. A. has already recognized business subjects as a part of its plans in its forward movement of adult education, and aids in the study of some business subjects have already been prepared and printed.

The business library, therefore, has no plea to make for recognition by the A. L. A. It has become a permanent part of the library field, not only because it is permanently established, but also because the subjects its activities cover are included in our great educational movements of the present day. Because of its peculiar environment the business library may on the surface seem to be isolated from the general trend of library work represented in the A. L. A., yet the fact remains that in its collection of fundamental knowledge and in its ideals and opportunities of service it is closely akin to the other kinds of libraries represented

in the association; and as for business librarians, many of them have both a college and a library school education and some of them have been active for many years in the A. L. A., serving either on committees or on general programs.

But to return to the discussion of our specific topic, a business library section in the A. L. A. We need a business library section because business libraries have in common the same problems of administration, and in addition have also much in common in source material. So that section organization makes possible not only definite relations among business librarians themselves, but also provides for organized relations with other sections in the association on subjects of common interest, *i.e.*, cataloging, classification, reference work, etc. Round-tables are ephemeral, to meet passing needs. Section organization or permanent coöordinated effort conserves momentum generated year after year by definite continuity in organized work.

What advantages, to speak practically and briefly, will accrue from the formation of a business library section in the A. L. A. from the standpoint of what such a section might do for the association as a whole?

1) It can organize to give material assistance in the adult education movement through intimate knowledge of material suitable for courses of reading and study in the various phases of commerce, finance and applied science. A recent writer on adult education in one of our library periodicals says, "Its aim is to provide for an exchange of vital experience," and certainly the business library is strategically situated as a medium through which the vital experiences of the world of commerce and finance may be translated into helpful suggestions as to what is worth while studying, and why, by those who wish to become familiar with some specific field of business activity. (The length of this paper forbids a detailed discussion of what these subjects would be.)

A business library section can give material assistance also in systematically opening channels in business organizations (not merely those having libraries)

for the adult education movement, for a large percentage of men and women who leave school at an early age are to be found at work in our large business enterprises. Definite details of exactly what may be accomplished along this line means the outlining of too large a program to be discussed within the limits of this paper.

2) Education for librarianship. One of the serious questions which should be carefully considered in a business library section of the A. L. A. and reported upon by that section to the general Committee on education for librarianship, is what business librarians who are graduates of accredited library schools recommend as necessary in library school education to meet the demand for high-grade librarianship in business organizations. There is also a real need for clarifying the subject of what really constitutes the work of a business librarian. Too many people at present who ought to know better think of business library work as a clerical position, whose operator, already employed in the business organization in some capacity, may be taught how to run the library by a trained organizer secured from a commercial house selling library equipment.

The business world as a whole has not yet been adequately educated as to the function and value of libraries as assets in the successful prosecution of business. We have not yet seen adequate pamphlet material for distribution to business men on this subject, and it is not a far cry from adult education to the subject of also educating business men and other classes on the value and usefulness of libraries of all kinds.

This is a subject of concern not only to business librarians. It concerns all librarians, for there is a serious possibility involved in it which may in time react upon all librarianship, namely, that business men may get an erroneous and fixed conception of the function and value of librarianship as a whole from some of the untrained library operators with whom they come in contact within their business organizations. We must remember that business men as a class are involved

in public library movements when it comes to taxation and appropriations, by means of which our public libraries and our state university libraries exist. For that reason, if for no other, we cannot afford to let the standards of business librarianship drop below those of any other class of librarianship. The A. L. A. will always recognize the value of winning and holding the friendship of big business men in its professional plans and purposes, for other Andrew Carnegies may yet arise.

3) A business library section in the A. L. A. would possess, in the combined knowledge and experience of its members, the ability to make valuable contributions to the A. L. A. publishing board. There are a number of subjects which business librarians would be glad to see the board undertake, and to which they might render valuable assistance in preparation; for example:

A comprehensive guide to business reference books similar to *New Guide to Reference Books* by Miss Mudge, and of which a careful study of existing resources, or rather want of existing resources, will show the necessity.

A list of subject headings covering business subjects for dictionary catalogs.

There could also be valuable definite, organized coöperation with the A. L. A. *Booklist* in the evaluation of books covering subjects with which the business librarian has daily contacts, as well as acquaintance with men who are first-hand authorities on the subjects under discussion.

4) Definite organized coöperation with the Library survey, at last so seriously under motion, especially in its study of the proper classification and grouping of the multiplicity of libraries which, for want of better terminology, have been merely called "special." As June R. Donnelly has so clearly pointed out, the antithesis of "public" is "private," and within the scope of "private" libraries lies a multiplicity of types which again should be studied as distinct library units.

However, more than the help which could be given and received in the adult education movement, the Board of Education for Librarianship movement, and the work of the Publishing board, as just

outlined, is the opportunity for fresh contacts and inspiration by means of organized relations with other sections in the A. L. A.; for no librarian is fully alive to present-day opportunities for service who sees only the narrow circle of his own particular type of library and who never feels the pulse of library activities outside his own particular group. All librarians need inspiration from contact, by means of organized effort, with other types of librarians, and the glory of the American Library Association should be in binding all diversities of library operations into one harmonious inter-related whole.

In conclusion, therefore, some of the business librarians who are members of the A. L. A. are saying to the association as a whole: "We are here in your membership. We are ready to be organized for definite service to help advance your forward movements, because we have particular knowledge which will be a valuable contribution. Will you therefore permit us to effect the organization of a business library section in order that we may weld together our individual contributions by means of organization into definite continuous relations of helpfulness to each other and to the American Library Association as a whole?"

A. L. A. Headquarters

Notes

The Board of education for librarianship receives an average of two inquiries a week from prospective library school students. In most cases the inquiries refer definitely to a librarian who has suggested A. L. A. headquarters as a source of information, and others doubtless have been so directed. Librarians who inspire those requests are performing a good type of recruiting service for librarianship and A. L. A. headquarters is always glad to answer such requests.

The most important book to be issued this fall by the A. L. A. will be the second number in the series of *American Library Pioneers*, a biography of Samuel Swett Green by Robert K. Shaw, librarian, Free public library, Worcester, Mass.

The A. L. A.'s program includes also several small but interesting lists. Two of them are promised for Children's Book week—a revision of the standard list, *Gifts for children's book shelves*, and an entirely new list of 25 or 30 of the best recent books for children.

To encourage home reading, a new list prepared by the Indianapolis public library, entitled *A Modern home library*, will be published for distribution about Christmas time. A new edition of *Popular books in science* is also promised this fall.

The Winnetka graded booklist will probably appear before the end of the year. Over 36,000 school children of different ages, grades and reading ability are reading the books and making their own comments. Four or five hundred titles will be selected from those that prove most popular with the children. Typical comments on the books will be used in annotating the list.

At the Seattle meeting of the A. L. A., the Committee on the classification of library personnel presented a progress report consisting of proposed classification and compensation plans. The committee also reported that it expected to do a great deal of additional work and to be able to present its final report at the Mid-winter meeting in Chicago. In order that it may have the benefit of the thinking of the whole library profession, the committee requests that any suggestions, comments or criticisms be sent to Dr A. E. Bostwick, chairman, Public library, St. Louis. In order to be of maximum use, any suggestions, comments or criticisms should reach the chairman by October 15.

A number of copies of the report were mailed to librarians and were distributed at Seattle. Any librarian who is interested to the extent of being willing to read and comment on the report can secure a copy for this purpose by addressing Fred Telford, 26 Jackson Place, Washington, D. C.

H. W. Odum contributes *Sociology and Social Problems* as No. 8 in the series, *Reading with a Purpose*. He recommends seven non-technical books for the average reader.

A. L. A. at Seattle

To report a meeting held three months previous is necessarily to repeat much that has been in print. At the same time, there are those who have been waiting to read of the Seattle meeting of the A. L. A. in these pages, and so it is a pleasurable duty to give some idea of what transpired at the forty-seventh annual conference, July 6-11. The official proceedings, of course, are expected to contain transactions and definite history of the meeting of the association in the far Northwest though representation of the official administration was not in superabundance. Indeed, it was reported that no meeting of the Executive board could be had because of lack of a quorum.

The city of Seattle itself is a wonderful place, an expression of genuine American enthusiasm. Evidence of solid business is everywhere apparent. Courtesy, good-nature and ability were the inevitable accompaniments of such parts of the business world as were touched—railroads, hotels, the marts of trade, personal relations, indeed, every phase of serving the public for gain was marked by a spirit which one could wish were more in evidence throughout the country, or indeed, in one's own community.

After this much is reported in fairness and deservedly, the hurly-burly engendering discomfort, physical weariness, mental disturbance and nervous disarrangement attendant on a convention in a large city popular for conventions, cannot be too strongly deplored. The librarians arrived, July 5, to occupy quarters in some instances engaged months before only to find another convention was still on hand, and their quarters not available for many hours later. A long line of waiting travelers decorated the lounge of the hotel all day Sunday until late at night, all day Monday until late evening, while dozens turned away in weariness and despair to find quarters elsewhere.

The rooms set aside for use of the convention meetings were not large enough or were perhaps too large to hear what the weak voiced orators, particularly the men, were trying to say. The popularity

of the headquarters hotel in its own community interferred with dining-room service while the schedule of serving necessary to conduct properly such a large establishment consumed more time than even the leisurely-minded felt like using.

No, conditions and experiences of 1925 did not furnish new evidence that in any way combated the fact that a popular convention city is not suited to the peculiar needs and official requirements of the annual conference of the A. L. A. Seattle did as well, perhaps better, than Detroit, Louisville, Philadelphia or any large city where the A. L. A. has convened but it also furnished weighty reasons for avoiding city meetings whenever possible.

General meetings

The general program opened on Monday evening in the enormous auditorium of the Central Presbyterian church where the speakers of the evening both interested and pleased such of their audience as could hear them. President H. H. B. Meyer, in a carefully prepared address which very properly will be given in its entirety in the official proceedings, submitted the thesis, Library extension, a movement or a problem.

Every large public library should have a staff of specialists capable of aiding adult readers in their self-education, said Mr Meyer. He characterized the efforts made by libraries to provide readers' advisers as "mere dilettantism." "What are one or two readers' assistants in a city of three million or even three hundred thousand people?" He compared these slight efforts with the public school systems which serve only one-fifth of the population, and urged more generous provision through public libraries for educational facilities for adults as well as children. President Meyer advocated also the training of more people for library work, especially in county libraries and school libraries; the establishment of demonstration libraries; the proposed U. S. department of education with a bureau of libraries; and the use of book wagons in cities as well as in rural districts.

As is generally the case, "the mayor of the city was prevented from being pres-

ent" but the audience was well pleased in listening to Dr Henry Suzzallo, president of the University of Washington, and was in no wise disappointed in the substitution. President Suzzallo was outspoken in his criticism of modern educational methods and made a plea for the instruction of students rather than the teaching of subjects. He stressed the opportunities which libraries, both public and educational, have of opening the eyes of students of all ages to the things of the universe that are worth knowing. He decried the waste of time and strength that is involved in efforts to elaborate personal ideas rather than facts and accepted philosophy. It was rather pleasant to hear President Suzzallo cheered when he said he had no complaint to make of the use of Zane Grey's writings. He thought the kick many readers received from them was an awakening influence that made them appreciate for the first time what print may really mean. A gasp, a cheer and some dissent followed his statement that he would be satisfied with a well-selected library and a good reference librarian as the sum of educational machinery of the future.

At the reception which followed in the large ballroom of the Olympic hotel, there was the usual line of celebrities, but the cozy foyer on the outside kept those socially inclined visiting with old friends and only the punctiliously conventional group observed the amenities of the occasion in the ballroom.

The second session, on Tuesday evening, was occupied with business, reports of committees and officers, and a discussion of library extension. Mrs Julia G. Babcock, Kern County free library, Bakersfield, Cal., cited library agencies to meet the needs of the community, using the experience of the county librarians of her state as well as the observations of a keenly alive believer in the use of books to illustrate her presentation. George B. Utley, Newberry library, Chicago, advocated field representatives of the A. L. A. as a means of supporting the work of local library authorities. W. J. Hamilton, Gary, Ind., advocated experimental and

demonstration libraries as extension agencies, while M. G. Wyer, Denver public library, presented the value of a survey of library conditions in the various states and its publication locally as a means of arousing state and local pride and consequent realization of the value of library extension.

The Seattle representative of the Sesqui-centennial exposition, William Z. Kerr, told of the proposed exposition in Philadelphia in 1926, and urged librarians not only to make a presentation of their own advancement but to assist in making the whole exposition worthy of the progress made in America in the last 75 years.

A committee of the A. L. A. was appointed at the Hot Springs conference of the A. L. A. in 1923 to prepare for a suitable showing of American library development at the proposed Philadelphia exposition. There are many earnest members on this committee but there are also some members on the committee, as well as other members of the A. L. A., who, for some unaccountable reason, are not *en rapport* with any proposal looking toward such a library exposition. Indeed, on the very day on which Mr Kerr made his appeal, the subcommittee which had been charged with the duty of investigating and reporting on the financial side of the question had been asked to resign, which was done, so that there was no regularly constituted group ready to respond to Mr Kerr's appeal and the absence of a quorum of the Executive board left the matter hanging in the air.

The third general session on the evening of July 8 was perhaps the most interesting of the group. Anne M. Mulheron, Library Association, Portland, Ore., cited examples of personal service in library circles of Oregon and in Portland itself, which not only makes possible educational advantages for the specially endowed but for the handicapped reader. And through those whom it had helped, others were brought to the library, proving this service a valuable influence in attracting new readers to the advantages which their friends had themselves enjoyed.

Charles E. Rush, librarian, Public library, Indianapolis, Ind., perhaps struck the most gripping note of the whole convention when he presented the problem of making books serviceable and helpful to boys and girls out of school. His figures and facts showed that this group of persons, ranging from 14-20 years of age, outnumbers the groups that use the library and that are in the schools; that this first group is being added to yearly, and that out of it comes the political power that will govern the nation, the state and the municipality in the future.

Alice M. Farquhar of the Public library, Chicago, gave interesting data concerning the reading courses which she has been directing for the past several years. She called attention to the fact that alumni of every degree are perhaps the most interested of the groups that come to confer concerning reading courses offered by the library.

William Short, president of the Washington State federation of labor, made an earnest, worth-while presentation of the principles and purposes which underlie the efforts being made by the labor unions toward the education of their members. Mr Short was well received and agreement with his statements on the part of his hearers was manifest by applause throughout his speech. Workers have come to see that much of the burden which handicaps their efforts to advance comes through lack of understanding of political, economic and social questions and that these questions can only be understood when the fundamentals of a general education have been mastered. The percentage of advancement told by Mr Short offers much encouragement to believe that through adult education efforts now being made, a higher grade of intelligence will be concerned with the labor problems of the future.

The closing address of the evening, by President Suzzallo, University of Washington, was most heartening to his hearers. He said the problems librarians are facing are those which have been for many years before the public school teachers of the United States. He emphasized the importance of understanding. With-

out the desire to read, technical power to read is futile. No library can estimate the work it does by the number of books it circulates.

There is no other kind of education but self-education, and if a person does not educate himself, he never is educated. A certain respectability goes with a degree, and the higher the standards, the higher price people are willing to pay, not to learn, but for respectability. If people find the library uninteresting, they don't go back. People who have been educated through personal experience are among the most vitally educated and the most ignorant when they have had no experience—narrow and hard. The experience of others should become part of one's imaginative mental content. Librarians who want to do good in the world may make reading a very serious matter and, if they do, are likely to destroy their work. Books are regarded as such serious things by children in school that they go somewhere else, not to books, to rest themselves. "I look forward to the time when reading will be regarded as the favorite recreation of human beings."

Thursday evening was given up to the library school dinners and reunions. These were so interesting that Dr Bostwick waited much beyond his hour for the audience to assemble.

Dr A. E. Bostwick's illustrated lecture was a running commentary on places, people and events with which he came in contact in his visit to China as an American library delegate to confer with those in China interested in establishing modern library service. His story was replete with accounts of courtesy, tributes and the finest hospitality extended to him everywhere by Chinese officials, literary men, university faculties and, of course, many Chinese librarians who had been students in America. The governors of the various provinces and others high in authority treated the American visitor so sumptuously that Dr Bostwick said much of the entertainment was like a chapter out of the Arabian Nights.

Dr Bostwick found Chinese libraries more numerous and on the whole much

more progressive than he had expected. He also found traveling libraries and children's rooms but almost without exception they were closed-shelf and non-circulating. Most of them were in fire-trap buildings and in quarters so small as to preclude much that might be possible and which would probably be done were there more space.

The handling and storage of books of the Chinese type is a problem of which American libraries know nothing. The problem of the alphabetic arrangement of thousands of Chinese ideographs rather bewildered the foreign visitor.

Dr Bostwick expressed the opinion that great progress in library work as well as in many other forms of modern development was sadly handicapped by the strong individualistic feeling that has been the outstanding characteristic of the Chinese for long ages. The family, the individual, as well as the city and province, are the first concern of the Chinese generally, and of course this militates against much progress in standardization or solidarity of interest in education, government and civil liberty.

The last general session, July 10, opened with a report on the election of the following officers:

President, Charles F. D. Belden, director, Boston public library, and director, Division of public libraries, State board of education, Boston.

First vice-president, Mrs Elizabeth Claypool Earl, president, Indiana Library and Historical department, Muncie.

Second vice-president, Theodore W. Koch, librarian, Northwestern University library, Evanston, Ill.

Treasurer, Edward D. Tweedell, assistant librarian, the John Crerar library, Chicago.

Trustee of endowment fund, George Woodruff, vice-chairman, National Bank of the Republic, Chicago.

Members of the Executive board, Franklin F. Hopper, chief, Circulation department, Public library, New York City; Edith Tobitt, librarian, Public library, Omaha, Neb.

Members of the Council: Theresa Hitchler, Catalog department, Public library, Brooklyn; Clara W. Hunt, Children's department, Public library, Brooklyn; Andrew Keogh, librarian, Yale University library, New Haven, Conn.; Samuel H. Ranck, librarian, Public library, Grand Rapids, Mich.; Joseph L. Wheeler, librarian, Public library, Youngstown, O.

The report of the Resolutions committee, some points of which have been earnestly discussed since the Midwinter meeting, was presented and adopted. In addition to the usual acknowledgment of courtesies extended by various bodies of the city, officials, etc., the following points were emphasized:

Resolutions

The Association records its gratitude to organizations and individuals who have provided funds for association activities.

The Association views with great satisfaction the continued interest of the Carnegie Corporation of New York in the welfare of American libraries and records its grateful appreciation of generous gifts to the American Library Association during the past year. The gift also from the Carnegie Corporation to the League of library commissions of \$50,000 for demonstration work in backward library states is looked upon by the Association as a step of the greatest importance.

The efforts of Mary Elizabeth Wood, the invitation of the Chinese national association for the advancement of education, and the fund supplied by a special committee have enabled the association to send an official delegate to China for the promotion of libraries in that country and the Association records its thanks to Miss Wood and to Mrs Frederic Cunningham, chairman, and to the committee for the rare opportunity thus granted to the American Library Association to extend its influence international.

Resolved: That the Association again endorse legislation for a library book-post and record its appreciation of the long, untiring efforts of Alfred A. Spencer in furthering this movement. The Association heartily approved the intention to bring this matter to a hearing before Congress and urges all members of the A. L. A. to coöperate.

Resolved: That the appreciation of the association be expressed to the Bureau of public personnel administration of Washington and to Mr Telford for the extensive study which has been made of library personnel.

Whereas, The American Library Association has learned that Charles Alexander Nelson, a member of the association since 1877 and active in various of its offices and posts, has just attained his eighty-sixth birthday and is still engaged in active librarianship, 70 years after he began,

Therefore be it resolved, that in behalf of all A. L. A. members, heartfelt felicitations be sent to Mr Nelson for this fine record in the profession, with best wishes for health to continue his work, and an abundant joy in well doing.

Be it further resolved, that a copy of these resolutions be sent to Mr Nelson and that they be printed in the proceedings of this conference.

Resolved, That this association express through its records its deep appreciation of the long and faithful services of William R. Eastman, of Edwin Wiley and Sherman Williams and of other members who have died in the past year.

The recent announcement of the retirement of Cedric Chivers from active work in America is worthy of record in the minutes of the American Library Association. Therefore, be it

Resolved, That the American Library Association recognizes and appreciates the distinct and valuable contribution which Mr Chivers has made to the economics of public libraries. The many years he devoted to the study of the strength of book-making materials and of the wear of the bindings of books in active use, and unquestionably his generous and unselfish publication for the benefit of others of the results of his study and experiments, have advanced the methods of book-binding in this country to the gain of all public libraries. His presence here and his genuine interest have resulted in raising the standard of book-binding among both librarians and bookbinders.

Resolved, That these resolutions shall, in evidence of good will and appreciation, be spread upon the minutes of the association, and that a copy of them shall be forwarded to Mr Chivers.

School library service was the subject discussed at this session, the principal addresses being by educational experts. Educational measurements and what they mean to libraries, by Prof Curtis T. Williams, University of Washington, was illustrated with graphic charts. Teaching reading, why and how, had a pedagogical savor rather than the library element and yet Assistant Superintendent McClure of the Seattle schools made it plain that the why and how of teaching reading has much to do with the intelligence of future citizens. A paper by Jasmine Britton of the City School library, Los Angeles, entitled *School libraries, a look ahead*, was more in accord with the mental activity of the librarians and gave that inspirational touch which mere facts and figures do not give to zest and zeal in one's work.

The annual transfer of the gavel from the retiring president to the president-elect, with the usual exchange of happy felicitations, closed the meeting.

The sectional meetings and round-tables were of unusual interest. There seemed to be a sort of elevated energy that carried things with a dash, perhaps because new voices were heard, consequently new ideas. If not that, then it

was the old things told in a new way that was inspiring. Lack of space prevents full reports of many interesting features, but during the coming months practically all of the section proceedings will be presented in *PUBLIC LIBRARIES*.

Council meetings

The sessions devoted to discussion of the first annual report of the Board of education for librarianship were notable. The work of the board for the year was presented in a printed report giving findings, suggestions and comments covering the entire field which had been gone over by the committee in its study and investigation of opportunities for professional training for librarianship.

The presentation of the work of the committee to the open session lost much of its interest for reasons which were regrettable. First and foremost, it was hard to understand what was said by nearly everyone from the chairman of the board down to the casual speaker who came with what was to him an important point but which evidently was considered insignificant by the meeting—at least, questions were often dropped without any discussion. Three or four speakers in no wise connected with library schools evidently had something to say regarding what was being presented but, as a Western librarian expressed it, they addressed their remarks to their neckties! And the audience in a room with poor acoustic properties had only a vague notion of what doubtless were very valuable comments.

Some of the points in the printed reports are interesting. Of the students enrolled in the 18 library schools, 48 per cent are college graduates though only two schools require a college degree. There are 337 colleges and universities represented in 17 schools. While local institutions contribute largely to the students of the nearest library school, some of the schools have been national in their drawing power. Of the institutions which have furnished library school students, 86 per cent are on the accredited list of the Association of American universities. Foreign countries have sent 110 graduate students from 42 institutions to 12 library

schools. Of the graduates from library schools, 189 have held higher degrees on entrance and of these, 75 colleges and universities in the United States are represented by 173 higher degrees; 10 foreign institutions in 6 countries are represented by 16 higher degrees.

An important recommendation was a minimum of one year of college work for entrance to any type of library school.

The second meeting of the council was devoted to current matters.

George B. Utley, speaking for the Fiftieth Anniversary committee, said that since there was no quorum of the Executive board he had nothing definite to offer regarding the proposed anniversary celebration but, generally speaking, there was no reason to believe that the meeting would not be held at Philadelphia and Atlantic City the week of October 4, 1926. He reported that publications undertaken by the A. L. A. to mark the fiftieth anniversary were well under way and will be distributed freely before or at the meeting. Although nothing definite in a financial way has yet been assured, American libraries will doubtless come to the rescue if opportunities in the direction of several foundations are not realized.

Dr Bostwick made a strong appeal for a single meeting place, preferably Philadelphia, as the time set, the week of October 4, will be after the hot weather season.

Mr Telford of the Bureau of public personnel administration made a report of progress on the classification of library personnel. A full report of proceedings as far as they have gone was submitted in printed form and may be had by anyone desiring it. There was considerable discussion of the work thus far, with questions as to the trend or results affecting the betterment of library service.

Mr Ranck announced that the Committee on library revenue (report in print) advised that the Council express an opinion concerning the appeal to the American people for trust funds to be used for library purposes. The matter was referred to the Committee on Library legislation.

A letter from Dr M. L. Raney, chairman of the Committee on bookbuying, called attention to the proposed amendment to the Copyright bill by some international publishers in New York. This amendment would prevent libraries from importing books reprinted in America. He urged all librarians to write a protest to their congressmen against such threatened action, particularly the following representatives: Lampert, Wisconsin; Perkins, New Jersey; Reid, Illinois; Bloom, Illinois, and Lanham, Texas.

The Council passed a unanimous vote of thanks and appreciation of the work which Dr Raney and his committee are doing in the interests of libraries in relation to the Copyright bill.

Exhibits

The official exhibits covered the various commodities which are offered for the use of librarians. Unusual and very desirable groups of representatives of commercial concerns were present and for the most part were additions to the personnel of the meeting. Four parlors on the mezzanine at the Olympic hotel were set aside for the exhibits but, even so, this space was hardly large enough to meet the needs of the occasion.

Lending section

At the meeting of the Lending section, July 6, the guns of adult education were turned a little toward librarians themselves in the hope of eliminating the element of condescension toward borrowers and of suggesting to lending librarians facilities for satisfactorily functioning as self-imposed adult educators.

Ethel R. Sawyer, director of the training class, Library Association, Portland, gave trenchant consideration to the subject, Can we obtain and train librarians to meet the obligations of adult education? answering the question, after an unsparing statement of facts, by the challenge: To doubt it is not professionally thinkable. Assuredly we can—*Will we?* Miss Sawyer's paper is published in full in this issue of PUBLIC LIBRARIES. (See p. 403.)

In "Hopscotch or library science," H. O. Parkinson, librarian, Public library, Stockton, Cal., laid bare the weaknesses of red tape and gave courage to librarians

who would rather spend their time in actual contact with their readers than in the juggling of interminable record numbers in hidden, sacred card trays. Mr Parkinson also discussed advertising and the advantages that would result from coöperative library publicity directed by a central organization.

Mrs Lillian Griggs, secretary, North Carolina library commission, in discussing How the public helps to educate the librarian, enumerated various examples of lessons in persistence, self-control and simple faith, that may be learned by responsive librarians from their readers.

Although disclaiming responsibility for his title, Sydney Mitchell's approach to the subject, How can a librarian adult-educate himself? was distinctly individual. A strenuous, scholarly course was mapped out for librarians who would educate themselves, and the question of sabbatical years and allowed time for outside study provoked especial attention.

The following officers were elected for 1926: Chairman, Margery Doud, Carondelet branch, St. Louis public library; vice-chairman, Betsy Foye, Los Angeles public library; secretary, Mrs Gladys Young Leslie, Seward Park branch, New York public library.

MARGERY DOUD
Acting chairman

Business Librarians round-table

The business librarians held two meetings, crowded with interesting papers. At the meeting, July 6, L. Elsa Loeber, chairman of the round-table, discussed Adult education in business libraries, and Virginia Fairfax, New Orleans, presented a comprehensive paper on Filing of printed material in business libraries. The remainder of this session was devoted to the consideration of education for business librarianship, under the leadership of W. E. Henry, director, University of Washington library school, and Josephine A. Rathbone, vice-director, Pratt Institute library school. Mr Henry elaborated in his remarks three distinct ideas which he considers necessary for the adequate education of business librarians:

Broad general academic education represented by the baccalaureate degree.

A general curriculum in librarianship of at least one college year specializing in nothing, but with emphasis upon applications of its principles to business. If there are to be two years of library school, the second might be the specializing year.

A fair mastery of the principles and purposes, the technicalities and the vocabulary of the business in which one is preparing to serve.

Miss Rathbone agreed with Mr Henry's major contentions and stressed the point that after a thorough academic and general library school education there should be at least one year's practice in a well organized catalog department and one year's practice in a reference department before undertaking the complexities of a business library, and that the candidate for business librarianship should show distinct native ability and adaptability for work in the business field.

At the second session, July 9, practical methods of work in business libraries were discussed by Alta B. Claflin, librarian, Federal Reserve Bank of Cleveland, in her paper, Routing and digesting of material for executives, and by Alma C. Mitchell, librarian, Public Service Corporation of New Jersey, Newark, in a paper entitled Methods of advertising library service in a business organization.

The session closed with a strong presentation by Louise B. Krause, librarian, H. M. Byllesby & Company, Chicago, of the desirability of a permanent business librarians' section in the A. L. A. PUBLIC LIBRARIES prints this paper in full. (See p. 423.)

Most Distinguished Book for Children

In presenting the Newbery medal for the best children's book of the year to Charles J. Finger at the Seattle conference of the A. L. A., Mary S. Wilkinson, Muskegon, Mich., chairman of the Children's Librarians' section, said:

Children become book-readers and book-lovers instead of merely book-borrowers through contact with "real" books, instead of imitations in that shape. Wherever, therefore, a "real" book for children of whatever age falls into our hands, we salute it instinctively, rejoicing in the fine tale that is told, revelling in the rich imagination and savoring the perfect phrase. Finding such a book is a rare enough event to produce a genuine happiness that must be expressed somehow. To express

this happiness and to recognize the most distinguished contribution of the year to American literature for children, the Children's Librarians' section this year awards the John Newbery medal to *Tales from silver lands* by Charles J. Finger, the highest honor it is in our power to bestow.

In accepting the medal, Mr Finger said:

Experience with all kinds of people, savage and civilized, leads me to believe that the chief thing to be achieved by the story-teller is a sense of reality; without that it is not possible to interest boys and girls. A story-teller who tries to talk either up or down to children will fail. The juvenile mind is active, alert, critical, and everything set before it is subject to swift, critical analysis. Lacking sincerity, the story will be rejected.

Impressions of A. L. A.¹

What are the state librarians for? Why do they have a national organization? The president sat in the meeting and smoked the strongest cigar I hope I shall ever meet. He turned his face to the wall while a lady read the best paper I heard in Seattle. One man from the Atlantic coast, two from the Pacific coast and several echoes from intervening spaces gave the signals and things moved accordingly.

The Council meetings were anything but counsel meetings. The same persons who have been in evidence on every occasion for the last ten or a dozen years may be supposed to have said the same things—no one could either hear what they mumbled or understand what they uttered. Occasionally someone used a sentence that was not trite and which penetrated beyond the third row back but it failed to register much beyond, being sent out in a constant, continuous mumble which was the medium of communication adopted by the group that prevailed. I was thoroughly disappointed in my expectation of the A. L. A. meeting for 1925.

Why do people who know each other form little groups in which one who is a stranger is at first attracted and then repelled? Isn't part of the benefit and most of the fun of going to A. L. A. in forming new contacts and meeting new people?

¹Contributed by three librarians of the P. N. L. A.—Editor.

ple? I, for one, missed the old time introduction committee and lost some of my illusions as to the manners of "big people."

The head of a library school was amused by the personal appearance of those who passed in review in finding places in the audience and the caustic, flippant and sometimes unfitting expressions of this amusement delighted the group to which they were addressed. I was made unhappy by them.

The usual congestion, inconvenience, disorder and accompanying irritation of a city meeting were all present. Doubtless those who brought about the situation did not suffer on account thereof and secured the ends in view but these were hardly important enough to the general member to overcome the discomfort encountered.

I liked climbing up and down hills in Seattle for this exercise made it possible for me to suspend dieting and for nearly a week I ate whatever I wanted of what was set before me.

Alaska and the A. L. A.

Once in 20 years the A. L. A. visits Alaska—partly to see how that remote corner of the U. S. A. is getting on and partly to let the natives refresh their memories as to what really nice people we are.

We descended upon the Territory this last July in three battalions, Party No. 1 having the largest steamer to break out, in case of need, a channel in the ice floe, so that the smaller boats with Parties 2 and 3 could follow.

This is the log of Party No. 1 aboard the Steamer Princess Charlotte:

We left Seattle early, July 11, on the Princess Marguerite, 135 of us, and were received with open arms, or rather open sightseeing cars, by the Victoria librarians. What we didn't see of this beautiful city in that hour! And then we sailed away to Vancouver.

Thence, at evening tide ("even-tide," those romantically inclined called it) we departed on the Princess Charlotte, which was to be our home for the next 10 days. We stood in line for "sittings" after our staterooms had been located, and by bed-

time all knew whether it was to be first, second or third table for his.

We lacked not for excitement, for Mr Buchanan was going "on to Alaska" with some 80 small and very active boys. They were omnipresent—to the great regret of the Victrola and those whose staterooms bordered on the music-room.

We had a remarkable trip and, as someone said, "If it hadn't been for the mountains, we could have seen a lot." Mountains are the long suit of this northwest country; we didn't know there were so many before—both inland and oceanward, a procession of them, range upon range, big, little, distant, nearby, wooded, bleak, snowy, for a thousand miles. And never in all that journey north a glimpse of the Pacific ocean. Truly, it is the Norway of America.

Alert Bay, our first stop, was so genuine and free from curio shops that we shall long cherish its memory. A long foot walk by the shore, the houses having the bay for a front yard; not even a street to keep the walk company. Here were quaint totems, quite a menagerie of them, and a queer Indian graveyard. A truly happy Sunday visit, to be repeated the following Sunday on our return.

Next day it was showery, but Prince Rupert, B. C., a city in the making, but with quite a lot still to do, welcomed us, and after a shopping tour for post-cards we had an auto ride all about and out to the Cold Storage plant, a most interesting place. Here we saw hundreds of salmon and halibut unloaded and packed for shipment or placed in long rows in little rooms of shelves, where each salmon had a separate place at 13 degrees below zero until the demands of the world required its withdrawal.

Then we entered Alaska, and Ketchikan, though raining, gave us a pleasurable evening for shopping. The place is a live one, perched on the edge of the sea-passage with precipitant hills rising directly from the city streets.

Next day, more mountain views, showers and clouds, beautiful to behold from the shelter of the decks. Now little icebergs were floating near us, some so blue they looked to be painted, and they shone

semi-transparent even without the sun. More snow was visible on the mountains and at evening our steamer ran up within a mile of the face of Taku Glacier, which flows into the sea and from which the little bergs break and sail away, diminishing in size as they go south. Taku was an inspiring sight we shall not soon forget. That night after dinner we docked at Juneau, the capital of Alaska. It was raining but shopping was good. All the shops stayed open until we sailed at midnight, and our steamer was heavier laden than before, for we carried off a goodly supply of fossi, ivory, nuggets, totems, baskets, not to mention specimens of the "glacier bug which eats the glacier worms and so preserves the ice" for our descendants when their time comes to ascend into this north country; at least the "shoppe man" said so when he initiated us into the Order of the Glacier Bug. Midnight came all too soon, when the steamer's whistle "blew" us aboard, only to find a dance in progress with augmented orchestra and some of the native belles guests of our officers.

Early, July 15, we approached Skagway, at the head of Lynn Canal, the morning sun driving the clouds from the sheltering mountain ranges which were reflected mirror-like in the water.

A thousand miles of travel by inland passages, bays, narrows, channels, straits, sounds, but never any open ocean, and always mountains on either side. Glaciers we had seen; both "live" and "dead" ones, gulls, forests primeval, fishing settlements, gold mines, cities with board-walk streets—that is southeast Alaska.

At Skagway the little train was waiting to take us up the White Pass and Yukon route. A motor-bus at the station was labeled, "President Harding rode in this bus—why not you?" What chance for any other cabby with such competition? The narrow gauge railroad runs from dock through the almost deserted main street of pitiful little Skagway, but a shadow of its former self, and then follows the river up and up, turning and twisting until far above Dead Horse Gulch. We get wonderful mountain views. At Inspiration Point we look back

down upon Skagway and at the left is the picturesque skyline of the snow-covered Sawtooth mountains.

Then we arrived at the summit of White Pass, reminiscent of the stampede which the Klondike gold caused to come this way over 25 years ago.

Here is the international boundary, guarded by the U. S. and Canadian flags, and we are again in British Columbia. The railroad then runs for 30 miles along the shores of Lake Bennett, with a wall of barren mountains on the opposite side, and we stop at Carcross, Yukon Territory, the unpoetic name of an unpoetic town formerly called Caribou Crossing. Here we boarded the dear little homey steamer "Tutshi" (Tooshy) for a never-to-be-forgotten trip through Lakes Nares, Tagish and Taku Arm (which form, with Lake Bennett, the head waters of the mighty Yukon river), to a little homestead at the head of West Taku Arm.

We landed at sundown and mine host, Partridge, was at the landing to greet us and escort us via a single-plank walk along the shore beneath a nearly perpendicular precipice. Around a corner and we come to his residence, "Ben-My-Chree," with a delightful flower and vegetable garden and we had home-made rhubarb wine and coffee. By the side of the house rushes the river coming from the Llewellen Glacier, back about two miles and in plain view. Here ended our trip north.

The return was over the same route, but the scenery seemed new to us, seen in the reverse. Clouds again shut out the sun as we returned to the Charlotte for the trip south. One night a masquerade party furnished much merriment. We shopped again at each of the towns we had visited before and on July 20 our excursion ended with a gala day at Vancouver.

Mr Ridington of the University of British Columbia, aided by other librarians and the mayor, tendered us a beautiful ride, a banquet at Stanley park and a view of the new unfinished University library.

Such is the log of Party No. 1 and, with slight variations, that of all the 225

who made the Alaska trip on the Princess Charlotte, the Prince George and the Admiral Rogers in July, 1925.

F. W. F.

Oh Paradise! Oh Paradise!

When I first began to plan the Seattle conference trip, of course Mount Rainier loomed large in my mind as one of the things I felt I must see, but when the travel plans were announced in the *Bulletin* it did not seem as though I could sandwich it in between the close of the conference and the Alaska trip sailing on Monday. I told myself that I couldn't do everything on one trip and that, with Glacier park, Alaska and Jasper park, one mountain more or less wouldn't matter. But I knew this wasn't true. They wouldn't make up for Rainier. Still I made no plans, but in Seattle I ran across a friend who had a reservation for Saturday for a bungalow tent at Paradise Inn. Thus having a place to sleep all arranged for me, it was a simple and easy matter to reserve my place on the motor bus.

Saturday morning, July 11, at eight o'clock, we started out. It was a beautiful drive in the morning coolness, but toward the end it became very dusty and it was a relief, indeed, when we left the high-road and turned into the National park. The road now led through a dim, cool forest of splendid Douglas firs, many of them over 600 years old and from 60 to 100 inches in diameter. The road climbed higher through a pitiful ghost of a forest that had been burned 20 years ago, but now there were only the straight, bare trunks which had once, no doubt, been as beautiful as their living neighbors but were now bleached to a silvery gray.

We had been getting wonderful changing views of the mountain all this time, every turn of the road bringing us a different aspect. The jinx that usually goes along with me when I go to the mountains, covering them up with thick, woolly clouds so that I can see nothing, got lost somehow and the weather was perfect. The great snow cap of Rainier stood out against the bluest sky I ever saw. It was my ideal of what a mountain

should be, for I insist that a mountain must be snow-crowned. If it isn't, then it isn't a mountain, or at best only a second rate one. Mount Rainier is so majestic that it is difficult to turn one's eyes away, but on the other side of the valley are the jagged and beautiful Tatoosh mountains. Even without snow crowns, I was willing to admit their right to share the august company of Rainier.

The wild flowers growing everywhere, some even pushing sturdy stalks up through the melting snow, delighted me as much, I think, as the majestic mountain scenery. There were great meadows covered with the snowy avalanche lilies, lovely fuzzy mountain anemones. These were somewhat like our anemone or wind flower but instead of their fragile loveliness, the mountain variety was large and sturdy and covered with a regular polar bear coat of fuzz. The seed pods were perfectly fascinating. They looked for all the world like a drum major's bear-skin cap.

Before the mountain air had put too fine an edge on our appetites, we arrived at Paradise Inn. When we saw how crowded the lobby was and how many people were waiting for room assignments, we had visions of long waiting in line as in Glacier park and Seattle, but by some miracle of good management, we were soon installed in our little bungalow tent and were back at the Inn for lunch. Here again efficient management worked magic on the crowds. There was no tiresome waiting in line. The very pleasant young lady at the dining-room door gave one a ticket with a number on it and one could then go sit down nearby in comfort and wait for the table to be called. There was thus no last minute person pushing in ahead and taking the place one had waited for so long. Good as was the luncheon, we didn't linger over it long, for there was Mount Rainier right in our front yard, so to speak, and we could not afford to spend much of our precious twenty-four in eating.

I was very eager to get out on a glacier, so we booked for the Nisqually Glacier trip, starting out at four o'clock under the leadership of a real Swiss guide. The

price of the trip included the outfit, caulked boots, woolen stockings, woolen shirts and trousers reinforced with leather. Some one called these "tin plate pants," which was not such a bad name for them, for the leather from much cleansing was very hard and dry. We soon learned what it was for, for when we came to a nice slope we just sat down on the snow and slid. This "tin plate" made a very serviceable toboggan.

Our guide was a most picturesque man. He moved with no apparent effort, very slowly and with much grace. It looked like slow motion camera stuff, but I found the pace was not really as slow as it looked for I had a little difficulty in keeping up. He was very stern and made us keep our places in line. I don't think there was really any danger, as the trail was an easy one; there were some crevices and the ice may have been treacherous. Anyway, it was part of the game to think we were intrepid Alpine climbers. We walked for several hours on these great ice fields. Sometimes the ice was hard, and hacking it a little with the ice picks would show the clear green ice just under our feet; then again it was snowy and we floundered around quite a bit. The guide showed us crevasses where we could look down into these great fissures where the ice looked so clear and green. At last we turned to go back. The sun was just setting and bathed the mountains and valley in a clear, pale golden light.

We had hoped to see a beautiful sunrise, too, but though we got up at four o'clock, we were disappointed in that we saw nothing spectacular. The clouds and mountains took on no glowing colors, the light just gradually became stronger and stronger till finally the sun showed above the mountains.

ALICE PERSIS BIXBY

Ryerson library
Chicago

American Education week will be observed, November 16-22. The October *Journal of the National Education Association* contains helpful suggestions for emphasizing the importance of education.

Illinois Library Association Rockford conference

Program and local arrangements are practically completed for the annual fall conference of the Illinois library association, which will be held at Rockford, October 14-16. The program and the social features, the latter having been arranged for by Jane P. Hubbell, librarian of the Rockford public library, are as follows:

Wednesday, October 14, 2:30-4 p. m. Reports of officers and committees, and other business. At the close of the session, the Rockford woman's club will entertain at tea at the club building.

Wednesday evening, address by Charles F. D. Belden, librarian of the Boston public library and president of the A. L. A. Subject: Soundings and excursions in the library world. An informal social hour will follow.

Thursday morning, October 15, will be given over to the various section meetings; Trustees' section, Spencer Ewing, president, Bloomington library board, chairman; College and Reference section, Winifred Ver Nooy, University of Chicago, chairman; Lending section, Effie A. Lansden, Cairo public library, chairman; Children's section, under the chairmanship of Agatha L. Shea, Chicago public library.

Thursday afternoon, general session. Tentative report of Committee on revision of the constitution, F. W. Schenck, chairman. Features of this session will be two addresses—"Cain and the county library," William J. Hamilton, librarian, Gary public library; "Antennae and amplifiers," Ida F. Wright, librarian, Evanston public library.

What can the Illinois library association do next to promote library work in the state?—a symposium. Discussion led by P. L. Windsor and C. B. Roden, followed by general discussion.

Following this session, the members of the association will be given an automobile ride about the city, with brief stops at the Rowland and Montague branches of the Public library.

Thursday evening: Address: What is a good novel? Prof Franklyn B. Snyder, of Northwestern university.

Friday morning, October 16, general session. Address: A scientifically graded book list for children, Mabel Vogel, research assistant, Winnetka public schools. Election of officers, business and adjournment.

Headquarters will be at the Hotel Nelson which expects to be able to take care of all the delegates. Rates are as follows:

One in room without bath, \$2
One in room with bath, \$3-\$5
Two in room without bath, each, \$1.75-\$2
Two in room with bath, each, \$2.50-\$5

Reservations should be made direct with the hotel.

The country about Rockford is at its best the middle of October and weather conditions usually are good at that season. It is hoped there will be a large attendance and that this year's conference will be one of the best in the history of the state association.

GEORGE B. UTLEY
President

Tri-State Conference

A joint meeting of the librarians of Ohio, Michigan and Indiana will be held at Fort Wayne, Ind., October 20-23. The program and arrangements for the conference were given in full in the July PUBLIC LIBRARIES.

A special notice is sent out by Louis J. Bailey, secretary of the Travel committee, urging all librarians who expect to attend the Fort Wayne conference to ask for a convention certificate when buying railway tickets. If 250 certificates are taken, every one will get half fare on the railroads for the return trip.

A. L. A. Regional Conference

The librarians of Iowa, Minnesota, Missouri, North and South Dakota and Nebraska will hold an A. L. A. regional conference in Sioux City, October 13-16. Hotel Martin will be headquarters, although the general sessions and most of the section meetings will be held at the First Presbyterian church.

Among the speakers of note at the conference will be Lew Sarett, who will give a lecture-recital based on his three books of wilderness poems, his title being Slow smoke and the Box of God; Charles F. D. Belden, president of the A. L. A., whom the presidents of the various associations participating in the conference, with the trustees of the Sioux City public library, will honor with a reception at Hotel Martin following his address on Thursday evening; also Carl H. Milam, A. L. A. secretary.

An excellent program in charge of a committee composed of C. W. Sumner, librarian of Sioux City, and the presidents of the state associations, has been prepared.

The Institute for small libraries will be conducted by Nellie Williams, Nebraska, Clara Baldwin, Minnesota, and Grace Shellenberger, Iowa. Problems of the Lending section will be discussed at the Large Libraries round-table and will be in charge of Dorothea Heins, Aberdeen. Charles Brown, Ames, will conduct the College and University meeting, and Helen Starr, St. Paul, will be chairman of the Catalog section. The School Library round-table will have Harriet A. Wood, St. Paul, in charge. The children's librarians will be under the leadership of Della McGregor, St. Paul. Mrs E. Bailey, Minneapolis, will be chairman of the Hospital round-table and the Reference sections will have Blanche Smith, Des Moines, in charge. C. V. Findlay, Fort Dodge, will conduct the Trustees' circle.

Books and publicity will be the subject of the program Thursday morning and adult education will be discussed at the open meeting following a report on that subject by Mr Milam.

A number of pleasant social features are planned for the visitors, among them a reception at the Sioux City public library on Tuesday evening and a sight-seeing trip Friday afternoon followed by a picnic dinner and dance at the Sioux City boat club.

All exhibits, both professional and commercial, will be centered at the First Presbyterian church. Application for space for commercial exhibits should be sent to C. W. Sumner, librarian, Sioux City.

A fare and a half for the round trip on the certificate plan has been granted and includes points in the states participating in the conference.

Hotel reservations should be made direct with the hotel as early as possible. Single rooms at Hotel Martin range from \$1.75 to \$5; double rooms from \$3 to \$7. Less expensive rooms may be had at Hotel West and Howard and Jackson hotels.

New York Library Week

The New York library association held its annual meeting at Vassar college, in the week of June 15, with an attendance

of 271. Dr Henry Noble MacCracken, president of the college and a trustee of the American library school of Paris, welcomed the visitors. Dr MacCracken, while stressing the value of the library in the college, said that its value did not lie wholly in its books nor in its technique, but also in the use of its tools by research workers. He emphasized the fact that where books and library technique were lacking on the continent, the spirit of the European student made up for such want.

The program of the next general session covered discussions of the current activities of the A. L. A., the A. L. A. survey and library personnel studies, work of the Board of education for librarianship, the A. L. A. reading courses prepared by specialists in 12 different fields, the A. L. A. catalog, and the series of textbooks, several of which are in course of preparation by various members of the A. L. A.

At another session, Prof Margaret Floy Washburn, Vassar college, spoke on Popular misconceptions of psychology. She discussed psychology as it is appealed to as a cure and as it is employed in vocational selection and guidance. She said that psychology was suffering from its popularity, and discussed the methods of psychoanalysis and the endocrine glands. She also said that some of the ways of making vocational selections by psychology were particularly valueless.

Dr William S. Learned of the Carnegie Foundation for the advancement of teaching gave an address on the Public library and the diffusion of knowledge. Prof Amy L. Reed, English department, Vassar college, discussed Paul Bunyan and Father Knickerbocker, showing the growth of real American folklore. Health of the library workers was discussed, comparing the conditions in libraries to those of the average commercial house or factory.

The Dalton plan in a high-school library was outlined by Mary P. Farr, librarian, South Philadelphia Girls' high school, where the plan which provides for individual work and instruction and allows each pupil to work at her own rate of speed has worked greatly to the ad-

vantage of the library in solving problems of discipline and the after-school rushes, making the library of real service.

At a session on children's work, the work of the children's library at Westbury, L. I., was described. The library is a memorial library where books on gardening and birds in addition to the usual children's books connect the children with the beautiful garden which has been planted for them and which is a sanctuary for birds.

The problems of publishing for children, and the experiments with book talks to visiting classes and book clubs, in which the effort is made to have the child select books spontaneously instead of according to lists for required reading, were presented.

One program was prepared by the Poet's Guild. The work of Christadora House and the unbound anthology was recounted and selections were read from the poems.

The round-table discussions covered many varied and valuable activities of the library and were presented and discussed with vigor and enthusiasm. Prof Lucy M. Salmon, presiding at the round-table on the newspaper press, told of the Justice collection of Vassar college—a collection of the press composed of books, pamphlets, excerpts, reprints, clippings and off prints, which is classified under 62 headings—an expansion of the 070's of the Decimal classification. Attention was called to the fact that the Library of Congress, as a matter of courtesy, was allowed to receive copies of 20 German newspapers during the five years after the close of the war. These papers revealed conditions in Germany and were otherwise denied admittance to this country. Transcripts of these were made and subscribed for by the universities of Michigan, Wisconsin, Illinois, Princeton and Vassar college.

In the talk on the collection and study of local source material, reference was made to the book by Helen Wilkinson Reynolds entitled *Poughkeepsie*, the origin and meaning of the word, as illustrative of one person's ideas on source

material. Librarians should coöperate and promote the collection and study of local source material.

The round-table on readers' aids discussed the value of issuing special booklists in printed form with suggestions as to the uses of the A. L. A. lists, aids for foreign adults, and methods for helping the business woman.

Book selection for small libraries was introduced by a discussion of the difficulties of book selection from the publisher's point of view, followed by discussions of the budget for the purchase of books, the disposal of books received as gifts and related topics.

Other subjects discussed during the week were clean book bills which had come before the New York legislature, community house activities, music in libraries, how libraries are using the recent book, *The Library and the Community*, order and accession work, businesslike conduct for small libraries, publications of large libraries and closer coöperation between neighboring libraries.

A report was presented by the Committee on employment standards for the N. Y. L. A. which covered the heads, employment or placement bureau, standards governing employment and dismissal and working conditions, and the importance of intelligence and ability tests for applicants and for those in the service who were applicants for promotion. The Committee on employment was continued and was urged to bring something definite for solution for placement machinery to the next meeting.

The request of the American Peace Award foundation that the association express by resolution its desire for a record vote of the Senate on the Court on the Harding-Hughes terms as soon as practicable after the discussion of the court begins, December 17, 1925, was left by vote to the incoming executive board.

The preliminary report of the chairman of the N. Y. L. A. committee on institutes showed a satisfactory increase over the work of the previous year; 1564 persons, representing 621 libraries or other organizations, attended the meetings. "Altogether 93 leading library workers of

the state contributed through this undertaking their time, efforts, ideals and best wisdom toward the advancement and improvement of the libraries of the state."

Amendments to the constitution of the association included provision for a council of nine members, systematic collection and preservation of archives and source material relating to the history of the state, a survey of existing collections of such material in New York libraries, and the preparation of a checklist and index of New York documents, 1888-1926.

The following officers were elected for the coming year: President, F. F. Hopper, New York public library; vice-president, Harriet B. Prescott, Columbia university. The offices of secretary and treasurer were combined and the choice of the incumbent placed in the hands of the other officers.

From the official report of Bertha Gunterman, acting secretary.

The Swampscott Meetings

Verbal and printed reports of the All-New England conference at Swampscott, June 22-27, give highly delightful accounts of a very pleasant week. The various library associations of New England, a large contingent of visitors from New York and adjoining states, and the Special Libraries association furnished a program that may be characterized as both helpful and interesting to those who were present. Indeed, it has been said by many who were present that this conference was one of the most delightful library meetings in opportunity for conference and special discussions that they had ever attended. While the meeting was unusually large on account of the various units included, it was not too large to obscure that personal element which goes very far toward making any meeting pleasant. The proceedings of the general sessions and the meetings of the various bodies will be issued but, as is usually the case, it is not possible for any written or printed account to give the glow, color and joy accompanying such occasions.

Catalogers' meeting

One of the interesting meetings held at Swampscott was that of the Boston group

of catalogers and classifiers, at which more than 200 catalogers were present, many of them coming from outside New England.

Some of the interesting points on the program were:

Announcement of the publication of a pamphlet on classification, cataloging and binding of music; a recital by Ethel D. Roberts, librarian, Wellesley college, of what she saw on her recent visit to Europe. She spoke particularly of old books and manuscripts, including those of ancient Egypt and of the libraries of Spain, Italy, Paris and the British museum.

Anne S. Pratt, Yale University library, discussed the cost and ever-increasing size of catalogs, the impossibility of readers understanding the present artificial arrangement of filing and stressed the necessity of weeding out all surplus material. She also discussed supplementing the catalog with shelf-lists and accession to the stacks, and deplored the fact that the ready reference of the catalog is often sacrificed to bibliographical completeness. Miss Pratt made a plea for simplification of catalogs by breaking the mesh of tradition.

Discussion brought out the importance of the reference librarian above or beyond catalogs and bibliographies. There should be copious notes in the catalog, and Nina E. Browne, Boston, stressed the necessity of assistants to help readers use the catalog. Robert K. Shaw, Worcester, expressed the firm belief that what the public really wants is the quickest possible system which will enable a searcher to find a given book with the least amount of bibliographic detail and apparatus. Petty improvements, he said, are made by the man on the inside; radical changes are effected by trained minds on the outside bringing fresh zeal to bear on new problems. He cited Morse, the inventor of the telegraph, not an electrician but an artist.

The officers for the coming year are Louise M. Taylor, Essex Institute, Salem, chairman; Rosa M. Gibbons, Malden, secretary.

Library Meetings

Boston—The Special Libraries association of Boston has elected the following officers for 1925-26: President, William Alcott, *Boston Globe*; vice-president, Margaret Withington, Social Service library; secretary, Alice L. Hopkins, Simmons College library; treasurer, Frederic A. Mooney, Dennison Manufacturing Company; executive committee, the officers and ex-president, Mrs Ruth McG. Lane, Vail library, Massachusetts Institute of technology.

California—The thirtieth annual meeting of the California library association, held at Eureka, June 29-July 1, was made distinctive by the presence of an unusually large number of out of the state guests, among them, Isabella M. Cooper of A. L. A. headquarters, Chicago, and Mary Eileen Ahern, editor of PUBLIC LIBRARIES.

The first general session included, in addition to routine reports and business, H. O. Parkinson's presidential address, Educating the adult librarian, Mrs Theodora Brewitt's talk on adult education methods at Long Beach, and an address on Changing ideals in education by Dr Tully C. Knoles, president, College of the Pacific, Stockton. Following this, the Trustees' section met, and the Publicity and Lending and the School Libraries round-tables were held.

At the second general session, in charge of Vice-President Helen T. Kennedy, Los Angeles, C. E. Graves, librarian, Humboldt State teachers college, Arcata, gave a brief welcoming address: Cornelia D. Provines, Sacramento County free library, described her work for the men of the Folsom state prison, and Willis H. Kerr, librarian-elect, Pomona college, spoke on "Friends of reading," outlining the interesting adult educational development in the East fostered by this society. An inspection of the college buildings and grounds, a luncheon served in the patio, and a scenic trip up the Trinidad coast past the whaling station rounded out a most delightful day's experience. That evening the children's librarians and the catalog and reference librarians held their

round-table meetings, and the Municipal Libraries section met to discuss the problems of their respective fields.

The next day was spent in the redwood grove at Dyerville Flats, 46 miles south of Eureka, where the clubwomen of the county provided a luncheon for the guests. The third general session was held that evening. Miss Ahern spoke charmingly on "Balance," making a plea for this essential element of librarianship; Mrs Julia G. Babcock, speaking on "Greedy for punishment," told of her interesting work in maintaining a bookshop in Bakersfield, and State Librarian Milton J. Ferguson told of "Discovering California," telling of a spiritual California, for an understanding of which we should all strive.

Officers elected to serve for the ensuing year are: President, Mrs Theodora R. Brewitt, Long Beach public library; vice-president, Mabel R. Gillis, California state library; secretary-treasurer, Hazel G. Gibson, Sacramento County free library.

The thirtieth birthday of the association was fittingly celebrated by a dinner party given the first night. The first president of the association, Joseph C. Rowell, librarian emeritus, University of California, holding the first membership card issued by the association, was happily present and, with his wife, was the center of the festivities. All past presidents were also honored and responded humorously to the call of Toastmaster Ferguson. The climax of the evening was the presentation to Mr Rowell by the association of a beautifully engraved loving cup as a token of the love and esteem in which the first president is held by all his faithful followers.

The California county librarians met jointly with the California library association, with June 27-28 devoted exclusively to county library problems. Each librarian responded to the annual roll-call with a brief account of the distinctive work of her county during the year. Loleta I. Dawson, librarian, Wayne county, Mich., was present and described the work being done in her county, pointing out interesting differences between the Michigan and the California library law and service. Isabella M. Cooper, editor

of the 1926 A. L. A. catalog, gave a most enthusiastic talk on her work along this line. Several newly appointed California county librarians gave clever word pictures of the various phases of their new work which they found most interesting.

Happy features of the meeting were the supper at Moonstone beach, provided by the Humboldt County library staff and interested friends, and the very much worthwhile tour of the principal Humboldt County Library community branches.

HAZEL G. GIBSON

Notice

The luncheon and business meeting of the Pacific Northwest library association held during the A. L. A. convention in Seattle will be the only meeting of the association during 1925. The regular annual conference was abandoned in order that Northwest librarians might give all their thought to the A. L. A. convention. It was suggested that the conference for 1926 take the form of a "library week" at some resort at which business and entertainment may be combined.

The following officers for 1924-25 were re-elected: President, Matthew H. Douglass, University of Oregon library, Eugene; vice-presidents, Ellen Garfield Smith, Public library, Walla Walla, Wash., and Edgar S. Robinson, Public library, Vancouver, B. C.; secretary, Constance R. S. Ewing, Library Association, Portland, Ore.; treasurer, Effie L. Chapman, Public library, Seattle, Wash.

Coming meetings

The West Virginia library association will hold its annual meeting at Wheeling, October 30.

The 1925 meeting of the Wisconsin library association will be held at La Crosse, October 12-13.

The New Hampshire library association will hold its annual meeting at Laconia, October 7-9.

The Virginia library association will hold its 1925 meeting at Winchester, October 14-16. An interesting program has been prepared and provision made for a number of round-tables. A meeting of

the catalogers of Maryland, Virginia and the District of Columbia has also been arranged.

Interesting Things in Print

The Adjustment of new Americans is the title of a most interesting list of books just issued by the Foreign department of the Public library, Providence, R. I.

Hospital library service in New England, an article by E. Kathleen Jones, general secretary, Division of public libraries, Massachusetts department of education, Boston, which appeared in the *Boston Medical and Surgical Journal* of June 4, 1925, has been issued as a reprint.

"This evolution business" is the title of a brief dissertation on that much mooted subject appearing in the July-August number of *The Open Shelf* of the Cleveland public library. The discussion introduces a list of general or popular books in the Cleveland library which treat of evolution.

The Public library, Cambridge, Mass., has issued an attractive booklet containing booklists on 52 subjects. Quaint characters in fiction, Success in business, River travel, Arm-chair travel, Reminiscences, are some of the intriguing captions which introduce interesting books to be found in the Cambridge library.

The Subscription Book committee of the Pacific Northwest library association has just issued its *Cumulated Bulletin*, a 44-page booklet which contains the criticisms of all subscription books examined by the committee since 1916. Copies of the booklet may be obtained from E. Ruth Rockwood, Library Association, Portland, Ore., for 15 cents each.

The Massachusetts library club has issued a list of bi-lingual dictionaries and histories of the United States in foreign languages, the list having been compiled by the club's Committee on work with new Americans. The selection, in languages most called for in Massachusetts, includes titles now in print and best suited for public library use. The list also includes a selection of books of 1924 in beginner's English for the use of the adult foreign-born.

What to read on business, a pamphlet of 45 pages recently issued by the College of business administration, University of Nebraska, contains a selected list of books covering practically every phase of business activity as well as a list of periodicals devoted to business affairs. The compilation is designed especially as an outline for the many business men who are pursuing special study courses.

Brightly colored and attractively illustrated folders bearing the legend, The Enchanted Gateway, carried the Denver public library's suggestions for vacation reading to pupils of the public schools of that city. The lists were compiled by the Children's department, the books being grouped according to grades. Notebooks in which reviews of books read were to be written were also furnished by the library.

A musical story-hour for Italian children, a program issued by the Division of public libraries, Massachusetts department of education, Boston, gives suggestions that will assist in making children familiar with the "rich heritage brought to the United States from their parents' native land." The selections include stories, vocal music and Victrola records, with suggestions as to how the children may take part in the program.

What is said to be the most valuable collection of O. Henryana in existence has recently been presented to the Public library, Greensboro, N. C., by Mrs C. Alphonso Smith, widow of O. Henry's biographer. The gift comprises Dr Smith's entire collection of O. Henry material and much of the original manuscript used in compiling his book on O. Henry. Both O. Henry and Dr Smith, intimate friends, were sons of Greensboro.

The *Hartford Daily Courant* of August 13 in reviewing the new monographic history of Connecticut comments most appreciatively on State Librarian George S. Godard's contribution to the history on libraries and public records. Mr Godard's article "is a moving argument in behalf of turning over valuable records of all kinds to the state library for preservation and classification" for the use of those

"who shall perpetuate for us the greatest wealth a state can boast."

The proceedings of the meeting of librarians of large public libraries held in Chicago last January have been issued in pamphlet form. A large amount of valuable material on such live topics as sources of library revenue, loss and recovery of books, problems of creating and organizing departments, is contained in the proceedings and it is hoped that the cost of publishing the pamphlet will be met by sale of copies at \$1.25 each. Copies may be obtained from J. L. Wheeler, Public library, Youngstown, O.

"The last of the family," a play by Nancy B. Brosius of the Superior branch, Public library, Cleveland, O., was awarded second prize in the recent National Social Work play-writing contest conducted under the auspices of the Russell Sage Foundation. The play, a harrowing and gripping study of the feeble-minded, was presented at the recent annual conference on social work in Denver, Col., where it received much commendation. Miss Brosius has twice won first prize in the annual play contest conducted by the Library Players of the Cleveland library.

The September number of *Scribner's Magazine* contains an interesting article on the public libraries of America by Col. John Malcolm Mitchell, secretary of the Carnegie United Kingdom Trust. Col. Mitchell discusses certain special features in which the American system seems to be in advance of the British, highly commends the county system, particularly the high degree of efficiency which it has reached in California, and touches on the relation between public libraries and boards of education and the function of the public library in relation to adult education.

Books

Reasonable budgets for public libraries and their units of expense, by O. R. Howard Thompson, librarian, James V. Brown library, Williamsport, Pa. Chicago, American Library Association, 1925. 44 p.

This little book is, as the author points out in his foreword, at once a revision

and a new work; a revision of an address put into print by the A. L. A. in 1913, and a new work in that the method of presentation is different, that the figures have been brought up to date, and that the author has recorded a change of faith in one or two matters.

Arresting the reader's attention by the declaration that possibly not ten per cent of the free public libraries of the United States receive incomes sufficient to enable them to give really first-rate service, Mr Thomson points out, using figures gathered by Dr G. F. Bowerman for one of his annual reports, that the quantity service of a library is in direct relation to the amount of money it expends. Truly a reasonable and expected situation, but one which many a community seems not to understand, which grants its library the minimum appropriation the law allows and then criticises it for not producing the maximum in the way of service.

Taking as his basis for study a city of 30,000 inhabitants, whose library is receiving the one dollar per capita which the A. L. A. believes is the minimum reasonable annual revenue for a library, the writer proceeds to budget the \$30,000 annually received in the way which his observation and experience have shown to give the best results. He groups his items under seven main heads. These heads and the per cent of the budget he assigns to each are as follows:

Books, including periodicals and binding, 22 per cent; building charges, such as janitors' wages, heat, light, supplies, repairs, alterations and equipment, 13.6 per cent; station expense, the nucleus of a future branch system, perhaps 1.9 per cent; administrative and miscellaneous expenses, such as printing, publicity, office supplies, etc., 5.2 per cent; salaries, for a head librarian, seven assistants, and some provision for substitute service, 53.5 per cent; and a contingent or emergency fund, not to be appropriated until well along in the fiscal year, of \$1000, or 3.8 per cent. In assigning the actual amounts opposite each of these budget heads Mr Thomson has reserved out of the \$30,000 the sum of \$4157 which he thinks it would be well to provide for otherwise unassigned work,

such as extension work, special collections, club co-operation, special school work, bibliographical lists, etc.

Although this study has been made on the basis of a city with 30,000 inhabitants, places both larger and smaller can profitably use it if the proper adjustments are made as to differences in population. Mr Thomson has made a valuable contribution to library literature and his little book is just the thing to place in the hands of the mayor of a city, the budget committee of a city council, or anybody else concerned with library budget making. It should not be necessary to add that the librarian himself will find this little work exceedingly helpful and practical.

Mr Thomson closes with this challenging statement: "The greatest single contribution America has made to civilization—the broadening of the channels of information—flowered in the institution that is peculiarly of her genius—the Free Public Library. In art, in drama, in literature, she has followed foreign models; in formal education she has builded on Continental systems; but in library ideals, library technique, library service, America has hewn a path not hitherto dreamed of by any of the nations of the earth. For the fulfillment of her ideal but one thing is today lacking—adequate financial support. And when that support is granted, the service rendered by libraries in the past will be seen to have been but a scratching of the earth, the rude disturbance of a soil destined under kindlier conditions to bear ever rich and richer harvests for the souls and bodies of men."

G. B. U.

Children's catalog, third edition, revised and enlarged, compiled by Minnie Earl Sears. *Standard Catalog Series*, H. W. Wilson Company, N. Y.

All librarians who are interested in juvenile literature will welcome this new edition of the Children's catalog, based on the Children's catalog of 3500 books compiled by Corinne Bacon in 1917. The present edition, similar in arrangement to the previous one, is dictionary in form, with author, title and subject entries in one alphabet, with fullest information, including annotations given under author

entry. Six hundred new titles have been added, making a total of 4100 titles listed. A feature, found so valuable in the previous editions, is the extensive analysis of books, which has been continued and enlarged in the new edition. Of the 600 titles added, 153 have been analyzed, making a total of 863 titles and 942 volumes analyzed in this edition. This analysis will be an invaluable key to the resources of books found in children's rooms of public libraries. The new titles cover the outstanding juvenile books of 1921-24. A special effort has been made to include desirable new editions of older books. Appended are annotated lists of books about children's reading, and aids to story-telling, also a list of books analyzed and a directory of publishers.

This catalog is an indispensable guide in selecting, buying and cataloging children's books. It is also a very useful tool in reference work with children. It has maintained the high standard of revision characteristic of other volumes of the series.

A Book of Lullabies by Elva S. Smith of the Carnegie library, Pittsburgh, just published (Lothrop, Boston), is a delightful as well as beautiful volume and one which meets a definite need. The book, according to the author, had its origin in requests which came to the library. It is a comprehensive collection of cradle songs selected from many sources. Folk lullabies of different lands are included, as well as poems by individual authors. The old-time favorites are here, with many other less well known selections. Writers of today—Padraic Colum, Seumas MacManus, Helen Coale Crew, Louise Ayres Garnett, Elizabeth Shane, Francis Carlin, Richard Le Gallienne, W. B. Yeats, Alfred Noyes, and others—are represented, as are also the authors of an earlier period. The selections are arranged in groups under appropriate headings, such as Hush rhymes, Nature lullabies, Rewards and punishments, Fairies and enchantments, and Lullabies for the Christ-Child. There are notes of sources and references to additional literature; also author, title and first-line indexes. The illustrations are from famous paintings.

"The Library and its contents" is another volume in the series of *Classics of American Librarianship* published by the H. W. Wilson Company. It is a reprint of papers and addresses and brings together in compact form material on book selection, book buying, classification and cataloging. The "older" librarians are well represented, the majority of the papers having been originally published prior to 1910.

This volume makes a good companion text for library school courses in the subjects covered, and is an excellent outline of the internal work of a library necessary in acquiring and keeping in condition its book stock.

N. R. L.

Three small volumes sent out by the A. L. A. in the early summer are worthy of mention for different reasons. They are not outstanding pieces of work; indeed, their value is bait for further reading or for increasing the interest of one unacquainted with the subjects which they present.

The little book on biology by Vernon Kellogg is the best of the three and really intrigues the interest toward further reading, which is what is understood as its purpose.

A group of persons, say members of women's clubs or library clubs, or at least readers who "once knew but have forgotten," will enjoy and probably follow the leads offered in Ten pivotal figures of history, by Ambrose W. Vernon, but the one who has no previous knowledge of great men will scarcely be led to follow further the leads which Dr Vernon presents.

The atmosphere of the recluse, of the looker-on in the progress of the world, of one who is aloof from the common life, pervades the booklet on English literature by W. N. C. Carlton. Both a careful and a cursory reading of it brought no spark of sufficient heat to set fire to even a keen desire to know the great lights in English literature. Mr Carlton, himself an Englishman, does not realize that one may be without the acumen in the subject which he possesses. But it is possible.

Library Schools

Carnegie library, Pittsburgh

The school opened for its twenty-fifth year, September 15, with an enrollment of 50 students. Regular classes began, September 16. More than 50 per cent of this year's students are college graduates.

The class of 1925 presented a gift of \$50 to the school, to be used in founding an endowment fund for scholarships. Immediately after commencement exercises, the fund was increased by a gift of \$1100 from friends of a member of the graduating class. Samuel Harden Church, president of the Board of trustees, Carnegie Institute, also contributed, and since then, Herbert DuPuy, a member of the Board of trustees, has made a gift to the fund.

Some recent appointments of Carnegie alumnae are:

Laura C. Bailey, '23, elementary school librarian, Cleveland, O.

Margaret J. Clay, '15, librarian, Victoria, B. C.

Bonnalyn I. Connelly, '23, librarian, Junior high school, Lakewood, O.

Edith Endicott, '13, librarian, School of dentistry, University of Pittsburgh.

Dorothy K. Grout, '20, head of children's work, East Cleveland, O.

Mildred P. Harrington, '13, school librarian, Public library, Cleveland, O.

Esther Judkins, '23, assistant librarian, Rockefeller Institute, New York.

Helen Martin, '15, associate professor, School of library science, Western Reserve University, Cleveland, O.

Ella I. Nolan, '18, assistant, Traveling Library division, State library, Columbus, O.

Vera J. Prout, '14, head of children's work, Public library, Detroit, Mich.

Katherine O. Roberts, '17, children's librarian, Public library, Davenport, Ia.

Irma Robin, '23, Carnegie library of Allegheny, Pittsburgh, Northside.

Alexandra R. Sanford, '18, children's librarian, Public library, New York City.

Nell Thompson, '24, children's librarian, Library Association, Portland, Ore.

Caroline Wakefield, '23, librarian, South Hills high school.

Miriam Wessel, '23, children's librarian, Public library, Detroit, Mich.

Dilla L. Whittemore, '21, high-school librarian, Highland Park, Ill.

Ellen E. Yoder, '18, high-school librarian, Philadelphia.

Marriages

Frances Ellen Clarke, '18, to Alfred H. P. Sayers, June 27.

Josephine Hall, '23, to George E. Planck, July 24.

Ruth Belding, '22, to Henry Charles Brockman, June 27.

Miriam Luke, '21, to Percival Hagerman, August 15.

NINA C. BROTHERTON
Principal

Chautauqua

This year's session of the Chautauqua library school, July 6-August 22, marked the institution's twenty-fifth anniversary and also the twentieth anniversary of the directorship of Mary E. Downey. The attendance was the largest in the history of the institution, 73 students representing 20 states being enrolled. Since these students are actively engaged in practical library work in various types of libraries, the instruction given in the school is of unique character. Under its present management, the school has inaugurated a four-year course plan which gives the students unusual advantages in securing a broad view of the different phases of library work and the merits of the library profession in its relation to other avocations.

Besides the six weeks' regular class work, the week of July 27-August 1 was given over to a conference of alumni, faculty, students and visiting librarians.

Among the noteworthy events on the year's program were Edna Whiteman's series of lectures on children's literature, the visit of the A. L. A. Library Training board, a talk before the school by Henry Lanier, editor of the *Golden Book Magazine*, courses of lectures by Dr Richard Burton, Prof John A. McBryde and Dr E. J. Goodspeed, and the concerts of the New York Symphony orchestra.

Five students representing as many states completed the course this year.

University of Illinois

September 21 and 22 were registration days for the academic year, 1925-26. Classes began September 23. The prospects for a large entrance class are about what they were a year ago. Over 40 junior students have been admitted and about 18 seniors. Among the seniors are three graduates from the University of

Wisconsin library school, who plan to enter the second year and receive the B. L. S. degree next June.

During the summer, announcements of the following marriages were received:

Mildred O'Neal to Samuel S. Miller, September 3, at Kirkland, Wash.

Margaret Lorene Dempster to Dr Paul T. Hineman, July 27, at Geneva, Neb.

Ada Nelson to Ralph M. Whiting, August 4, at Galesburg.

Jeanne Everaerts-Preys to A. C. Gray of Akron, Ohio. The wedding occurred at Brussels, August 12. Mr and Mrs Gray are now living in Akron.

The following appointments and changes in position have been made recently:

Alice L. Beach, B. L. S. '25, librarian, Friends university, Wichita, Kan.

Alberta M. Ackley, cataloger, Lawrence College library, Appleton, Wis.

Ethel Binney, librarian, Public library, Menominee, Mich.

Beatrice Broughton, Extension division, Illinois state library, Springfield.

Ethel M. Bryce, charge of Extension work, Washington State college library, Pullman.

Lelia Maude Davis, cataloger, State university of Iowa, Iowa City.

Margaret Earle, assistant, Library Extension division, Illinois state library, Springfield.

Evelyn M. Foster, Reference department, University of Oregon, Eugene.

Alma Hook, cataloger, Iowa state college, Ames.

Letha P. McGuire, cataloger, Iowa State college library, Iowa City.

Charlotte Newton, '24-25, cataloger, University of Florida, Gainesville.

Elsie D. Sullens, cataloger, Oklahoma library commission, Oklahoma City.

Ruth Van Tuyl, cataloger, Iowa State Teachers college, Cedar Rapids.

Lena Valentine, '23-24, high-school librarian, Terre Haute, Ind.

T. T. Yang, librarian, College of law, Peking, China.

Maude McLaughlin, B. L. S. '20, has become head cataloger, University of Maryland.

Rudolph H. Gjelsness, B. L. S. '20, who has been spending the past year in Oslo, Norway, holding a fellowship from the American Scandinavian Foundation, has returned to this country and has been appointed assistant librarian, University of Michigan.

Amelia Krieg, B. L. S. '20, has resigned as librarian, Western Society of Engineers, Chicago, to become head cataloger, State university of Iowa.

Agnes B. Cooper, '10-11, who has been spending the past five years in Shanghai, China, employed by the American Book Store of Shang-

hai, has returned to this country and has joined the staff of the State college library of North Carolina, Raleigh.

FRANCES SIMPSON
Assistant director

New York public library

The preliminary period of instruction and practical work designed for accepted students lacking library experience opened September 8, with 16 persons enrolled. A registration of something over 40 is expected in the new junior class. Of the new students, one comes from Denmark, one from Norway, one from Roumania, two from Canada, one from Hawaii, and one from Porto Rico, in addition to the usual wide representation of territory on the mainland of the United States. A part-time student of Russian origin also returns to the school this year to continue his work.

ERNEST J. REECE
Principal

St. Louis public library

Three of the 20 graduates of the class of 1925 are to specialize in work with children, Lois Fannin continuing her work at Western Reserve University library school, Eloise Reder and Josephine Farrington at this school.

Alumni

Mildred Becker, '22, has been made assistant in the Public library, Gary, Ind., having been assistant in the St. Louis public library since graduation.

Gertrude B. Davis, '18, formerly of the Public library, Hibbing, Minn., has resigned to become organizer in the Iowa library commission.

Virginia Fearnley, '23, has gone to the Missouri University library.

Leone Garvey, '23, has been appointed children's librarian, Public library, Los Angeles, Cal.

Elizabeth Meyers, '22, and Alicia Herschkowitz, '24, will take the training course in library work with children at Western Reserve University library school this year.

Isabel Orr, '24, has taken a position in the Washington University library.

Cecile Pajonovitch, '21, is now librarian of the Du Pont de Nemours Chemical laboratories, Wilmington, Del.

Dorothy L. Schaperkotter, '21, former children's librarian, Cleveland public library, has returned to St. Louis as children's librarian at Divoll branch.

Jean Strader, '24, has resigned from the circulation department, St. Louis public library, to become branch assistant, Los Angeles public library.

A. E. B.

Simmons college**Alumni**

Gertrude Allison, '07, librarian, Boston University Theological School library.

Martha S. Bell, '22-23, has resigned from the Public library, Beverley, in order to study at Western Reserve university.

Helen M. Burgess, '19, instructor in Library science, Simmons College library school.

Helen Carleton, '14, librarian, Beebe library, Wakefield.

Aline B. Colton, '22, librarian, High school, Manchester, N. H.

Helen Cowles, '22, reference librarian, Radcliffe College library.

Barbara Keith, '16, librarian, Public library, Gardner.

Lucy Proctor, '19, librarian, High school, Waltham.

Edith Seibel, '20, librarian, High school, Taunton.

Ruth Shattuck, '10, librarian, Elodie Farnum memorial library, Providence, R. I.

Mildred Whittemore, '16, assistant librarian, College of liberal arts, Boston university.

Elizabeth Donlon, Spec. '23, was married, August 22, at Utica, N. Y., to Edward James Alexander.

Helen Russell, '16, associate librarian, State normal school, Bloomsburg, Pa.

Edna Wells, '13, reviser, Catalog department, University of Indiana library, Bloomington.

Constance Bouck, '24, school librarian, Public schools, Denver, Col.

Barbara Parson, '23, has joined the cataloging staff, University of Indiana library, Bloomington.

Irma Snyder, '17, who has recently been cataloging in the Music department, Vassar college, has been appointed to organize the Burnam collection at the University of Cincinnati.

Alice M. Waldron, '20, librarian, Park college, Parkville, Mo.

Gertrude Harrington, '23, has joined the staff of the Law library of Louisiana State university and Agricultural and Mechanical college, Baton Rouge.

Helen Hough, '21, reference librarian, Public library, El Paso, Tex.

Lillian Sutherland, '06, opened the Friendly Bookshop in Honolulu, August 1.

M. T. CRAIG
Secretary

University of Washington

Margaret B. Martin, secretary of the school, will spend her year's leave of absence in travel in the eastern states and in a study of library schools.

Alumni notes

Anna Laura Bowles, '21, died, August 13.

Martha M. Lucas, '23, married to Roy Greene Knudsen.

Sara Sisler, '23, married to Clayton V. Bernhard.

Kathleen Corbett, '25, Public library, Walla Walla.

Emma Falkoff, '25, Public library, Yakima. Bessie Greenwood, '25, University of Idaho library.

Theresa Pollock, '25, Public library, Boise, Idaho.

Lillian Collins, '14, librarian, College of Puget Sound, Tacoma.

Hazel Erchinger, '19, high-school librarian, Cleveland, O.

Helen G. More, '22, Washington State college, Pullman.

Dora M. Himmelsbach, '23, State University library, Baton Rouge, La.

Florence Davis, '25, librarian, Public library, Auburn.

Emma Falkoff, '25, Public library, Yakima. Ethel M. Miller, '25, Public library, Seattle.

W. E. HENRY
Director

Western Reserve university

Increased space and equipment have been provided by the university trustees for 1925-26 to meet the conditions of the Carnegie Corporation subvention and in order that a larger number of students may be admitted. Three additional members of the faculty will make it possible to conduct the classes in technical subjects in smaller groups as well as to adequately provide for the courses in library work with children. For the first time a beginning, or junior, one year course in library work with children is offered, in addition to the advanced course, which has been given for several years in co-operation with the Cleveland public library.

The new members of the faculty are Helen Martin, A. M., Oberlin college (Carnegie library school, Pittsburgh), assistant professor, Library work with children; Dorothy Wilkinson Jelliffe, A. B., Western college (School of library science, W. R. U.) assistant instructor and registrar; the third position, instructor in library methods, is not yet filled.

By action of the university trustees, the positions and designation of full-time faculty members are to conform to university practice, hence the title of director is abolished and the head of the school is designated as dean. Thirza E. Grant of the faculty is made professor of Library science and Edith C. Lawrence, assistant professor, in charge of classification and reference work.

The advance registration indicates a considerable increase in numbers, 40 being accepted for the general course and 20 in the advanced course in library work with children. The registration is still open for the Junior course in children's work. Of the total number accepted, about 50 per cent have college degrees.

Alumni positions

Nouvart H. Tashjian, '09, head cataloger, Public library, Kansas City, Mo.

Claire Darby, '11, Cataloging department, Southern branch, University of California, Los Angeles.

Annie L. Wilson, '21, librarian, Baldwin-Wallace college, Berea, O.

Helen M. Greene, '24, assistant, Research department, First National Bank, Los Angeles.

Ruth Melamed, '25, head of Physics library, University of Michigan.

Marriages

Juliet A. Handerson, '08, to Rev. Arthur Hallett Mellen of Mexico City, July 18.

Florence D. Burgy, '17, to Alfred O. Beutler of Detroit, Mich., August 12.

Lillian L. Hutchinson, '18, to John Wray Hunter of Sawtelle, Cal., June 25.

Frances Jordan, '23, to Roy J. Bayless of Colorado Springs, Col., June 17.

Kathryn Howe, '24, to Herman William Miller of Virginia, Minn., August 23.

ALICE S. TYLER

Dean

Summer schools

There were 76 students registered in the summer courses at the University of Illinois, 55 in the courses for college graduates and 21 in the six weeks' course for high-school graduates. The daily routine of hard work in the summer school was enlivened by the opportunity to hear general lectures, concerts, readings and organ recitals. All of the students in the six weeks' course were from Illinois, 15 being from public libraries and 6 from school libraries.

Paris library school

The report of the Paris library school at the close of its first full year's term makes such a splendid showing in the work it has accomplished and in the place it has made for itself in educational circles of France, not to say Europe, that it hardly seems possible that better and larger financial support will not be ac-

corded it both by those who are interested in its work from an educational point of view and by those in a position to do so who have profited by its work. In addition to official recognition accorded the school by government organizations of France, approval, as well as many courtesies, has been extended to the school by directors of the various educational institutions. Significant approval comes from Pope Pius XI who, it will be remembered, was formerly prefect of the Ambrosian library and of the Vatican library before his elevation to the pontifical throne. The Vatican sent its approval of the proposal of the Archbishop of Paris to enroll in the Paris library school as students or fellows, librarians of Catholic colleges and institutions.

There were 20 students enrolled in the third summer session of the school, a number of whom held higher degrees and a number who spoke several or many languages. Seven nationalities besides French were represented. Among the celebrated French students in the school is the Abbé Jaguelin, who is to reorganize the library of Cardinal Dubois.

Miss Parsons, resident director, was recently invited to address the French section of the International federation of university women.

The Paris library school is building up a collection of material on library economy and bibliography and would appreciate the help and courtesy of any libraries which can send regularly their reports and other publications, with back files whenever possible.

Packages may be addressed to the Smithsonian Institution International Exchange Service, Washington, D. C., for the Paris library school, 10 rue de l'Elysée, Paris, France.

Hampton Institute

A course for training librarians was opened at Hampton Institute, Va., September 24. Miss Florence R. Curtis, a well-known library school teacher, is director.

This school will be grateful for any professional literature that may be sent to it for the use of students and faculty.

Department of School Libraries

Lost Days¹

The lost days of my life until today
What were they should I meet them on the
street
Lie as they fell? Would they be grains of
wheat
Sown once for bread and trodden unto clay?

Too many worthy pens have struggled with the rush of modern life for my feeble Conklin to attempt any competition. We have no time for the old and gracious ways. Our radios, our movies, our sports, our automobiles, our speed boats, our airplanes, all make this fact understandable and clear and any statement of such fact wearisome and repetitious. Yet within a week I have heard, and so have you, these words from various tongues. My quotations are actual but yours could be similar. "Of course the evenings are all right but the days are awful. I have the car but I get tired of that and till six o'clock I'm lost—simply lost," or, "Goodness, how do you kill the time?" or, "Oh, no—I'm going where something is doing—I'd die there, I'd be so lonesome." And even the popular song of the day echoes the refrain, "All alone by the telephone," declaring that even today there are people—too many people—whose crowded hours leave unfilled gaps. Poor and numerous souls whose days are filled with the dread of leisure hours and whose future years spell so much menace to them. Our newspapers daily testify to the sickening result of the "golden boys and girls" who have, "like chimney-sweepers," come to dust because their lives held no reserves.

Of course we are not trying to hold that the love of reading is a cure-all for this widespread condition but surely we believe that comparatively few book-lovers belong to such a group. The true book-lover has too many reserves to often become such a cropper.

In too many instances, then, we acknowledge that we have failed to provide our young people preparation for their times of leisure. The schools have in many ways attempted to provide for this

future need. Healthy bodies that may beget a keen and clean love of sports, avocational studies, outside activities, clues and a dozen other lines, have attempted to correlate work and play. The English departments have built splendid lists of books and made studies of the classics but the work has been done as a course of study and encompassed by formal reports until the idea of reading a worth-while book for pleasure has tended to become a grinding duty. It was an English teacher who said to me: "We have lost a great opportunity in our handling of the required reading work." It has become too often merely required reading, a task, a chore, a thing completed and *never* to be repeated. And in our anxiety to form a taste for reading we librarians have not always been able to gauge the message of the books to the individual. Is the love and need of the book to carry only the refinement of style or the well-wrought plot? At the other extreme is the reading habit which has become merely a time killer instead of something to enrich the time. When a boy came to me, a little pitifully, not long ago saying, "I don't like to read any more—what shall I do?" I said, "What have you been reading?" We finally decided not to read anything for a while and he pasted pockets for some days before we talked books, for his reading had actually become worse than useless to him. What are some of the futilities and dangers of the reading habits of today?

That, with the failure of any planned leisure, all reading shall become desultory. This takes us into the world of magazine reading, with its possibilities and dangers.

Again, that the mind shall prefer the easiest thing—something that will not necessitate thinking—a demand for the cheap material we are trying to combat.

Or that, in our craze to follow the herd, we shall seek only the latest book. The indignant woman who finds a 1924 book on the "new book shelf" and is personally aggrieved though she has not read the book, is found in every library.

¹Presented at meeting of School Libraries section, A. L. A. conference, Seattle, July, 1925.

Or that our fear of the critics may make us afraid to develop our own tastes and enthusiasms, thereby defeating our individual need of books. Or that we shall read only the sensational in our search for thrills.

Followed to extremes, all of these tendencies cheapen and depreciate the value of books. Reading to many becomes stale, unsatisfying, unreal, something to do when there are no movies, no dances, no real fun going on.

What has the library as a part of the school to do with all of this? Everything. No thinking school man ever now refers to the school library as "merely a reference collection," yet the time is not far past when recreational reading was forbidden in the school library—when funds were not provided for this work. Even now many school libraries are inadequately stocked and many school librarians frowned upon because the children "are only reading."

What can the school library do to further a movement toward worth-while recreational reading? Of course it must provide the tools. It must provide enough books and magazines and papers to make certain comparisons odious and it must provide a chance for discussion of these. It must acknowledge that some books are cheaper than others and so are some minds. That all minds cannot digest the same food or take the same exercise any more than can all bodies. Why should I expect my high-school girl to read constantly what I read only occasionally? When the schools recognize groups of varying intelligence, why should I not do the same in my provision of books? The library can acknowledge the latest book but can also prove the value of the worth-while past. No boy will fail to read a book if convinced that he is losing out on something good if he fails to read it. No girl will leave unread what brands her as commonplace if continued unread.

The library can form and provide discussions for the value of personal decisions and sense of values. The library can provide a measuring stick for the sensational. This craving for the sensational is perfectly normal but patently

dangerous. I am glad that Roosevelt and Wilson read detective stories but hope to remember that they sometimes read something different. We have been trying to lead many of our boys to the best detective stories and find the Red Redwaynes pronounced "a dandy," while a wild rush for *The Grey room* followed the chopplicking statement that "five men are dead already and I'm only half through." Since reading this type of detective story, however, they have learned to scorn certain less well sustained types.

The library can further the collection of personal collections. Five treasured books are better than 500 shelf fillers.

The library can link reading with play—with the avocational life—the hobby life. Some outside interests are strong in every boy and girl, every man and woman. Your shelves will never have enough books on baseball or radio or stamps or dogs or ships because these books are taken to fill the hours of recreation and, as in every other phase of development, the need and joy of books must be established in early life. I found a boy wandering around the vocational books saying, "My, but this library has a lot of books I wish I had time to read!"

An interesting statement from a New York social worker says, "Your poor boy wants more books on what he can do with his hands than you give him"—and this truth is extended to all classes. Many libraries use the stimulus of reading prizes and the various plans for reading points—so many a book, etc., with great success. I prefer to have habits of reading formed naturally that they may become a normal necessity unurged by competition or the hope of a prize. Yet such methods lead to book discussions and the arousing of interest not only in the individual book but in the great place that all books may fill. Mere discussion of books is one of the most vivid methods of creating a desire for a book. Often the keeping of book votes for pleasure with no requirements attached is found to be worth-while in teaching boys and girls to weigh the quality of their reading. Records of reading kept on cards or in books, always after some voluntary method, may

give a clue to what different minds are seeking. The *Saturday Review* has suggested great possibilities for planning reading diets, once the appetite is formed.

Certainly the chance of the school library in the recreational direction lies in fixing during the years the realization that reading is more than a time-killer—more than a good story to be read and tomorrow forgotten—more than a moment's entertainment. The man who has learned the craving for books plans his time that he may read and when this particular recreation has been crowded out, feels cheated and deprived of a coveted joy. The exhilaration of a new found book has given him the congenial companion, the mental stimulus, the spiritual food that have restored his soul. He has in truth been recreated to meet the next day unafraid whether it be filled with duties or spent far from golf links or moving pictures. This is one of the school libraries' contributions to a future adult education. If it is to carry on its share in this work, it must be ready to continue its share in the development of the inner life which, one educator says, is reached today only through the printed page.

When we have contributed to the habit of worth-while recreational reading, what years of ennui and discouragement and satiation have we not destroyed?

MILDRED H. POPE
Librarian

Girard College library
Philadelphia

School Librarians at Seattle

The report of the meeting of the School Libraries section carries a note of pleasure and satisfaction with what took place at the Seattle conference. The meetings of the section were held in the delightful quarters of the Women's University club.

Willis H. Kerr, librarian-elect, Pomona college, chairman of the meeting, sounded the high note in the aspirations of this very earnest body of library workers. He said in part:

In the school world, this has become an age of standards. We have standard tests, surveys, socialized recitations, standard salary scales, standards of physical measurement and growth,

cooperative spelling lists, required reading lists, standard ethical codes, standard building codes, cooperative courses of study. It is the rule of the mass over the individual. On the other hand, one of the vigorous educational movements today is the scheme of individual instruction, the pupil making a contract with the teacher to complete a piece of work by himself in his own way. We are planning definitely to develop personality and individuality.

Standards are being set in library work. For nearly 10 years we have had the Certain standards of high-school library organization and administration; and now we are indebted to Mr. Certain for his new elementary school library standards. The new California score card for high-school libraries is out. We have the measuring-stick for teacher-training libraries. The A. L. A. committee on education has recently recommended a standard outline of library instruction for the grades, for high schools, and for the normal schools. Library school curricula are being standardized. I welcome these library standards, but I am afraid of what they will do. I do not want to see library work all poured into one set of molds. I do not want to see individuality driven out of library service. We need standards. We must have them. But we must learn how to interpret them, how to apply them.

Anna Jennings, Kearney, Neb., emphasized the great dominant purpose of the school library—to train boys and girls in the use of books so that they may become permanent readers, graduating into use and support of the public library as an integral part of public education. To do this, every librarian must be intelligent as to the trend of education.

A delightful paper by Marguerite Cameron, Portland, Ore., giving intimate glimpses of the child in school and in the library, was much enjoyed. (This paper will appear in a later number of PUBLIC LIBRARIES.)

President Fisher, Washington State normal school, stressed the importance of the normal school library as the connecting link between various school activities and its work in the guidance of coming generations.

Sarah Houghham, Moorhead, Minn., urged a thorough acquaintance with the work of the training schools and all other departments using the library on the part of librarians. She held that a high teaching ideal belongs specially to the normal school librarian. The work of the latter should always be directed toward ac-

quainting student-teachers with books rather than merely furnishing them with information for the moment's need.

The question of lost books was discussed but no preventative measures were mentioned that were not more harmful than helpful. School libraries having open shelves show an average annual loss of one per cent of the entire collection.

Miss Hostetter, Omaha, Neb., emphasized the great work that the high-school librarian may do for students since this is the most important period in the life of young people in relation to likes and dislikes. The service of the high-school library can never be greater than the ideal held for it by the librarian, the principal and the board of education, and of these, the librarian has the primary and immediate influence in the service of the library to the students. The librarian can impress upon the minds of the high-school students that the great end and aim of education is not to accumulate facts but to prepare the members of a community for the far greater work of educating themselves.

Eleanor M. Witmer, Denver, Col., presented most charmingly the joys of a browsing corner in the high-school library. Recreational reading in the high school, a splendid presentation by Mildred H. Pope, Philadelphia, appearing in this issue of *PUBLIC LIBRARIES*, will well repay careful reading.

Lucile F. Fargo, Spokane, in her paper, *Youth and the news stand*, called on mothers to enlist in overcoming the corrupting influence of material that is displayed throughout the country. Dorothy E. Smith, Portland, Ore., speaking on the School library and the platoon school, emphasized the double responsibility of the platoon school librarian—to the school and the library. She defined the duties of the teacher-librarian as instruction, inspiration and coöperation. Rosemary Livsey, Los Angeles, gave a very interesting and informing paper on the new curriculum movement and its relation to school and public libraries. She urged librarians to keep in close touch with new movements in education. She defined the old education as a process of filling the

mind with knowledge, making a cold storage of information on which to draw, but repression was the dominant note of the system. Expression is the keynote of the new in education. Curriculum expansion is still in an experimental stage, as are also many library activities, but progress in both is certain.

The new amendment to the constitution of the section arranges for a rotating board of five members. The member of the Executive board who is serving his last year shall automatically become chairman. A new member to serve a five-year term shall be elected at each annual meeting. Officers elected for the coming term are as follows:

First year, Mildred Pope, Girard College library, Philadelphia, Pa.; second year, Nell Unger, supervisor, School libraries, University of New York, Albany; third year, Marion Lovis, supervisor, School libraries, Detroit, Mich.; fourth year, Marjorie H. Van Deusen, Belmont high-school library, Los Angeles, Cal.; fifth year, John S. Richards, State Teachers College library, Ellensburg, Wash.; substitute, Clara E. Campbell, supervisor, Children's work, Gary, Ind.; secretary-treasurer, Sylvia Oakley, High-school library, South Bend, Ind.

Recent Books on Education

Andersen, W. N. Manual for school officers
Brim, O. G. Rural education
Chapman, J. C. Principles of education
Educational Finance Inquiry Commission
 Cost of education in California
Fowlkes, J. G. School bonds
Freeland, G. E. Improvement of teaching
Gavit, J. P. College
Hall-Quest, A. L. Supervised study in the elementary school
Hart, J. K. Discovery of intelligence
Hines, H. C. Junior high-school curricula
Kandel, I. L., ed. Twenty-five years of American education
Koos, L. V. High-school principal
Kornhauser, A. W. How to study
Lynch, E. F. Beginning the child's education
Monroe, W. S. Educational tests and measurements
Payne, A. F. Administration of vocational education
Stormzand, M. Progressive methods of teaching
Trabue, M. R. Measuring results in education
Wallin, J. E. Education of handicapped children
Wheeler, W. R., ed. The foreign student in America
 —*Bulletin, Public library, Berkeley, Cal.*

News from the Field

East

The library of the American Oriental society has been permanently deposited at Yale university, with Andrew Keogh as librarian.

Meta B. Aussieker, head cataloger, State college of Washington, Pullman, has resigned her position to become head cataloger, Connecticut college, New London, Conn.

Anne S. Pratt, assistant reference librarian, Yale University library, has been appointed reference librarian. Emily Hardy Hall, formerly reference assistant, has been appointed assistant reference librarian.

The 1924 report of the Public library, Fitchburg, Mass., records a prosperous year in all departments although extension work has been hampered because of insufficient funds. The library now supplies books to 23 school rooms but hopes to increase the number to 100 or more. A bequest of \$2000 was received during the year.

Statistics: Books in the library, 68,100; circulation, 97,865, 2.38v. per capita; registered borrowers, 6462. Receipts, \$14,905; expenditures, \$14,762 — salaries, \$7140; books, \$2979.

Prof Charles J. Barr, assistant librarian of Yale university, died suddenly, July 16, at his home in New Haven, following a heart attack. He was 57 years of age. Prof Barr was a graduate of the University of Michigan and of the New York State library school. Before going to Yale, in 1917, he was assistant librarian of the John Crerar library, Chicago. The press of New Haven counts Prof Barr's going a great loss to the Yale staff and speaks in the highest terms of his scholarly attainments.

An illuminating discussion of "the function and educational possibilities of the modern library in a progressive city" prefacing the eighty-seventh annual report of the Public library, Hartford, Conn. A statistical survey follows and the report closes with a recital of what the library is doing for citizens of Hartford and what the library should be in a position to do

for the community. Increased appreciation of the library by teachers and students is noted. During the year, the library was the beneficiary of two legacies, one of \$7500 and another of \$25,000. A strong plea is made for a new main building, more branches, new buildings for the two branches already established, and facilities for taking a larger part in the adult education movement. The year's circulation reached 517,981v.

The seventy-third annual report of the Public library, Boston, again stresses the pressing physical needs of the library both in the central building and in the branches, but despite the limitations placed upon its activities by shortage of funds for books as well as mechanical equipment, the past year has been one of progress. A total circulation of 3,132,194v. is reported throughout the system, a gain of 209,333v. over the previous year.

Book accessions for the year totaled 80,855, of which 12,003v. were gifts. During the year, there were a number of noteworthy additions to the collections in the Special Libraries' department, fine arts, architecture, music, etc., in addition to many interesting gifts. The library was also the recipient of two gifts of money — \$10,000, the income of which is to be used for the purchase of books, and a bequest of \$5000 for the Brown music library.

The registration department shows 123,994 live cards in force.

In the children's department, the year's record is a happy and promising one, the use of juvenile books being strengthened by more personal service to the children in the different libraries. This department records a direct home circulation of 1,402,015v. through the central library and branches.

The twenty-seventh free public library course offered 71 lectures during the year, the attendance on the whole being larger than usual. The innovation of the year was a course of lectures on the programs of the Symphony orchestra given in advance of the concert.

There were several long exhibits in the fine arts room and short ones shown in connection with lectures given in the free

library course, in addition to various monthly exhibits of manuscripts, first editions, prints, etc.

After a number of years of experiment, plans for the instruction of the staff are being carried on with a considerable degree of assurance. Four regular courses are now in progress, each of which contributes something definite to the equipment of those assistants who are able to attend them.

Central Atlantic

Grace Endicott, Carnegie, Pittsburgh, has resigned as head of the Children's department, Carnegie library of Pittsburgh, and will spend the autumn months traveling in Europe.

After a continuous service of more than 36 years, Florence Woodworth, N. Y. S. '88, has retired from the staff of the New York state library and staff of the New York State library school. Miss Woodworth is traveling in Europe.

An organization known as the Bergen and Passaic County library club has recently been formed for the purpose of promoting library interests in these two New Jersey counties. Mrs Marjorie Huntley, Edgewater, is president of the club.

The Public library, Utica, N. Y., announces an exhibition of etchings, bronzes and medals by Emil Fuchs. The exhibition will open the evening of October 15, when this distinguished artist will give a talk, with a demonstration on the making of an etching.

The New York public library has acquired the Eno collection of New York City views, a valuable store of more than 450 pieces illustrating the growth of the city and its aspect at different times and in various phases. Amos F. Eno was perhaps the most noted among the few celebrated collectors of New York prints. He was born in New York City and was one of its most valuable citizens, his chief aim being to preserve what was worth while in the life and history of the metropolis.

The recent report of the Adriance memorial library, Poughkeepsie, N. Y., notes the installation of the Newark

charging system and special efforts toward making the library's technical department up-to-date and of increased value. "Technical books, 1925," a list of recent additions, has been issued by the library and many other books on technical subjects are to be found in the Technical department.

A gain of almost 40,000v. in the home use of books in 1924 is recorded in the sixteenth annual report of the Free public library, Elizabeth, N. J. Registered borrowers represent 20 per cent of the city's entire population. The librarian makes a strong appeal for more adequate equipment to enable the library to take its proper place in adult education work.

Books in the library, 88,930; total circulation, 375,777v.; pictures lent, 23,027; borrowers registered, 20,228.

Unusual activity in the reference department is noted in the 1924 report of the Free library, Orange, N. J. Debates, essay contests, assembling of material for projects, instruction in the use of reference books, and the preparation of exhibits were among the department's activities. In the juvenile department, 13 classes numbering 317 children received instruction in the use of the catalog. Several small exhibits were shown in this department. With 53,734v. on the shelves, the library had a total circulation of 109,497v. among 8910 borrowers. Receipts for the year, \$17,806; expenditures, \$18,119, of which \$12,595 was for salaries and \$1351 for books.

The Public library, East Orange, N. J., in its annual report for 1924, records the largest circulation in the library's history — 326,655v. in a population of 59,750, 5.5v. per capita. Nearly 17,000 persons, or 28 per cent of the population, are active borrowers. A fruitful and constructive year's work in the children's department is noted. Instruction in the use of the library was given to 1606 students in the upper grades. Excellent progress by the branches is reported, not only in circulation but in work with the schools and in general administration. A chart showing the total circulation of the system for 1923 and 1924 is an interesting feature of the report.

The eighteenth annual report of the James V. Brown library, Williamsport, Pa., deals chiefly with the crippling of the work due to inadequate support and insufficient physical equipment. Tables appended to the report illustrate the growth of the library since the close of the war, a growth attributed to a city tax yielding about \$6000 a year. The circulation for 1918-19 was 66,722v.; for 1924-25, 125,546v. On a per capita income of 39 cents, the library is doing more than can justly be expected of it and an increase in tax rate is requested. The library's most immediate needs are sufficient funds to strengthen its personnel, a branch, larger book fund, development of technical collections, deposits in mills and factories, increased coöperation with the schools and facilities for developing adult education.

During the year, many valuable gifts were acquired.

The 1924 report of the Public library, Binghamton, N. Y., in summarizing the year's work, notes the following: The largest circulation in the library's history; several unusual exhibits, with a total attendance of 13,000; 10 lectures; much needed additions to permanent equipment; 230 meetings in the library; 79 columns of publicity in newspapers; the publication of a booklet listing books and stories about China, issued in connection with a Chinese exhibit; lists issued on radio, New Testament churches and advertising—all this at a cost to the citizens of Binghamton for the entire year of 37 cents each. In a population of 66,800 with 56,043v. on the shelves, the library circulated 239,170v. among 20,740 borrowers. There was a reference use of 12,272v. Receipts, \$28,148; expenditures, \$27,864, of which \$5952 was for books and \$15,658 was for salaries and labor.

Central

Mary Bell Nethercut, Wisconsin '13, has been appointed librarian of Drake University library, Des Moines, Ia.

Nola Murphy has resigned as children's librarian, Public library, Galesburg, Ill., to become an assistant in the Butman-Fish memorial library, Saginaw, Mich.

Beatrice Prall, Illinois '16, former librarian, Public library, Little Rock, Ark., has become assistant librarian in the Hoyt public library, Saginaw, Mich.

Etheldred Abbot, N. Y. S. '97, for a number of years assistant librarian of the Public library, Brookline, Mass., has resigned to join the staff of the University of Cincinnati library. Miss Abbot will have charge of the library of the Department of applied arts.

The Hackley public library, Muskegon, Mich., has entered into a three-year contract with Muskegon Heights to maintain a branch library and reading room and to give general library service for a sum of \$5000 a year. It is expected that the branch library will occupy a new building which is now being erected in the principal business section of the Heights.

The recent report of the Public library, Kalamazoo, Mich., records the following: Books in the library, 80,000; circulation, 312,437, 6 per capita, 56 per cent fiction and 34 per cent juvenile, 6818 prints and 1511 clippings; registered borrowers, 21,229, 40 per cent of estimated population of 50,000; reference questions at central library, 6617; expenditures, \$51,599, \$1.03 per capita; salaries, 66 per cent; books, periodicals and binding, 21 per cent; maintenance, 13 per cent.

Janet Jerome, for the past year children's librarian of Glen Park branch of the Public library, Gary, Ind., died in Denver, Col., July 1. Miss Jerome was a graduate of Pratt Institute library school and held positions in Denver, Cleveland and Pittsburgh before going to Gary. Shortly before her death, which occurred suddenly, she had resigned her position at Gary and was planning to spend the winter abroad. Miss Jerome's knowledge of children's illustrators and children's poets was most unusual.

Recent changes in the staff of the Public library, Kalamazoo, Mich., are as follows:

Jeanne Griffin, Drexel '09, assistant librarian, has a year's leave of absence to complete her college degree work at Western Reserve University, Cleveland.

Her position is temporarily filled by Louise Hunt, Drexel '01, who has recently resigned as librarian and secretary in the offices of *The Nation*.

Evelyn Nelson, N. Y. S. '23, reference assistant, has resigned to become reference librarian, Public library, Superior, Wis. She is succeeded by Florence Meredithe Pratt '25.

Isabel Bauer of the catalog department has resigned to become librarian of the Public library, South Haven, Mich.

The following changes and appointments occurred during the summer in the staff of the Public library, Gary, Ind.:

Catherine L. Johnson, Pratt '25, appointed assistant cataloger to succeed Lillian Pulver, Wis. '23, who was married, June 15, to David Lepper, Syracuse, Ind.; Florence Buenting, N. Y. S. '23, librarian, Bailey branch, resigned to marry Ralph Schad of Indianapolis; Elinor Myers appointed assistant, Public library, Port Huron, Mich.; Sybil Schuette (Wis.), formerly assistant librarian, Public library, Green Bay, Wis., appointed librarian of Bailey branch; Antoinette Quinn, teacher-children's librarian, Bailey branch, resigned to join the staff of the Public library, Cleveland, O.; Harriett Goodall, Marion, Ill., appointed teacher-children's librarian, Bailey branch; Mildred Becker (St. Louis) and Lois Boyd, assistants at Central library; Marion Voight appointed librarian, Roosevelt branch; Dorothy Wood, since 1919 librarian of Hobart branch, resigned to enter Western Reserve university; Helen Linkhart was transferred from Roosevelt branch to Hobart branch.

The recent annual report of the Public library, Owatonna, Minn., covers its twenty-fifth year of service to the city and Steele county. Editorial comment on the splendid work of the institution states that "Steele county now leads in the nation among libraries which are doing extension work for their rural precincts," and urges increased appropriation to carry out the library's desire for even better rural service.

The library now contains 25,974v., 3095 pamphlets and 4028 pictures, with hundreds of clippings. The past year showed a circulation of 73,139v.

Americanization work sponsored by the library has shown gratifying results, the library is in closer touch with the schools than ever before and the reference department is steadily growing in service

and additions. Two splendid exhibits were held during the year in the art department.

In celebrating its golden jubilee, August 10, the Public library, Decatur, Ill., paid homage to its librarian, Mrs Alice Glore Evans, since the day also marked her fiftieth year of faithful service to the institution as assistant and librarian. A gold purse containing \$400, the tribute of loving friends, was presented to Mrs Evans as "a reminder of the place she has made for herself in the hearts of Decatur people." A year's leave of absence with pay was the library's anniversary gift to Mrs Evans.

A reception and band concert preceded the program in the evening. S. H. Ranck, librarian of Grand Rapids, Mich., was the principal speaker. Addresses were also made by Mrs Evans and Mrs E. C. Earl, the latter bringing greetings from the A. L. A., of which she is vice-president. A handsome booklet setting out the library's development in the half century was issued to commemorate the occasion and copies were distributed as souvenirs.

In the fiftieth annual report of the Public library, Akron, O., Maude Herndon, librarian, strikes the keynote of the institution's aspiration in her statement that "whatever the library has accomplished in the past, it is a mere beginning." The report makes an earnest, reasonable plea for more funds to carry out the administration's vision of greater service to Akron. With a per capita appropriation of only 25 cents, the city now has the use of a main library equipped with 57,925v., 9538 pamphlets, 430 maps, 287 current magazines and newspapers, and a reference collection of 15,631v., three branches and 13 school library collections. More books and more distributing agencies are the library's most pressing needs.

Statistics: Population served, 208,425; registered borrowers, 32,849, 10 per cent of the population; books in the library, 57,925; total circulation, 379,718v., an increase of 72,671 over the previous year; total receipts, \$64,730; expenditures, \$55,000, of which \$27,676 was for salaries and \$7959 for books.

The Public library, Milwaukee, Wis., in its forty-sixth and forty-seventh annual reports, 1923 and 1924, shows that in addition to its main library and 14 branches, it has 1721 other collections of books located at 1721 different points in the city and county; that on the average every family in the city has a borrower's card and borrows 30 books a year; that there was a 24 per cent increase in circulation; that the library is eighth in home circulation among American cities although the city is the thirteenth in population; that it circulates books more cheaply than any other large city, the cost being \$0.0996 a volume, one-half the average for the 22 other large cities in which the average cost is \$0.1957. (The official figures furnished by the A. L. A. are used for the comparative figures.) Only three other cities circulated so many books per inhabitant as Milwaukee, these being Seattle, Cleveland and Los Angeles.

Among the library's activities has been the very extended work of the Adult Education department among the 50,000 workers attending evening schools and similar classes and many other workers seeking to improve by their own efforts. Coöperation has been effected with the Industrial Training conference, made up of the directors of some of the leading industries, with the Federated Trades council, with the Continuation school and with the 24 schools of citizenship in the city. An annotated card index of all adult educational courses of instruction offered by these agencies has been made and a Readers' bureau is maintained which gives personal attention to each applicant for assistance.

The report emphasizes the systematic efforts of the library to a great extent through the work of the branch librarians in the distribution of books to every nook and corner in the city, of the work to aid the boys and girls who leave school at an early age, and of the growing work of the county service.

Owing to the crowded condition of the main library, the Board of trustees has voted that a new library building should be erected in the near future at a cost of not less than \$2,500,000.

The Indiana public library commission has just issued its 1923-24 report. This being the twenty-fifth anniversary of the commission, a brief historical sketch of its origin and the outstanding work which it has accomplished is given. Through the interest of the Indiana union of literary clubs, the efforts of the Indiana library association and the Indianapolis commercial club, a bill was passed by the General assembly and the Public library commission was established, February 24, 1899, being the seventh state to establish a commission. Coöperation of library boards and librarians with various individuals and organizations has made it possible to place Indiana in the front rank of states noted for good library service.

The growth of the work is shown by comparative statistics. From six or seven buildings in 1899, there are now 177, of which 164 represent Carnegie gifts of more than two and a half million dollars; from 57 public libraries, the number has reached 213 tax-supported public libraries, besides 82 reference and institutional libraries and 14 association libraries; from 49 county seats without library buildings the number has been reduced to three, with but one county without a public library. Thirteen counties now have county-wide service. Of the 2,930,390 persons in Indiana, 2,011,868 are entitled to local library service. From one graduate librarian, the number has grown to 112. Instruction of Indiana librarians was begun in 1901 and to date 747 have received instruction.

The commission began holding institutes in 1902, conducting district meetings in 1903, and altogether 206 meetings have been conducted.

A summary of the work of the fiscal year shows much accomplished. The outstanding work of the year was the Jackson county demonstration of what county library service means, especially as applied to the schools of a county. The work was under the supervision of the supervisor of school libraries and the books were furnished by the commission. More than 3000 books were sent to the schools and their circulation for home

reading totaled 17,574v., almost eight books per pupil.

The failure to secure the necessary signers of the petitions in two townships blocked the plan for the levying of a tax for the establishment of a county library. Close coöperation between the Public library commission and the State department of public instruction has resulted in definitely established library ideals for the providing of adequate library service to the children of school age of the state.

The work of establishing new libraries in Indiana is nearly completed, but there remains much to be done in the way of reorganization and consolidation of libraries.

South

Nouvart Tashjian, W. R. '08, has been appointed chief of the Catalog department, Public library, Kansas City, Mo.

Susie Lee Crumley, principal, Carnegie library school, Atlanta, Ga., was married, July 29, to O. O. Howard at Nacoochee, Ga.

Florence R. Curtis, formerly vice-director of Drexel Institute school of library

science, Philadelphia, is now director of Hampton Institute library school, Hampton, Va.

Mary Frances Cox, Pittsburgh '15, formerly of the Public library, Mason City, Ia., has become head of children's work and instructor in the library school, Carnegie library, Atlanta, Ga.

The 1924-25 report of the Carnegie library, San Antonio, Tex., shows increased activity in all departments. Lack of sufficient funds, however, has limited extension of the service but the establishment of one or more branches is under consideration. The library was able the past year, for the first time since the World war, to offer free lectures.

Statistics: Population served, 225,000; agencies, 30; books in the library, 66,541; total circulation, 229,881v.; registered borrowers, 23,231; receipts, \$45,601; expenditures, \$42,510—library salaries, \$14,407; books, \$14,559.

West

Gilbert H. Doane, N. Y. S. '20-21, formerly of the University of Michigan library, is now librarian of the University of Nebraska.

Recently enlarged quarters and increased facilities for service in the Public library, Independence, Kansas, are making possible the library's vision of usefulness in serving the schools, clubs and industrial interests of the city. In her 1924 report, Anna M. Gemmell, librarian, traces the library's expansion in the past 16 years. During this period, the number of visitors to the library has grown from 7202 in 1908 to 73,335 in 1924; in 1908, 1000 reference books were consulted; in 1924, the number reached 115,195; the daily average circulation has increased from 94 to 204; in 1908, 90 per cent of the total circulation was fiction; in 1924, the percentage had decreased to 62. The circulation for 1924 totaled 62,245v. and there was a total reference use of 177,440.

Pacific Coast

Ralph Munn, N. Y. S. '21, reference librarian, Public library, Seattle, Wash., has been made assistant librarian.

Marie F. Sneed, formerly head of the Circulating department, University of

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Washington library, Seattle, is now librarian, St. John's branch, Portland, Ore.

Blanche A. Smyth, Western Reserve '24-'25, formerly of the Public library, Youngstown, O., has joined the branch department of the Public library, Seattle, Wash.

Cornelia D. Plaister, formerly librarian, Public library, South St. Paul, Minn., has resigned to become librarian of the Henry L. Yesler branch of the Public library, Seattle, Wash.

Mrs Elsie Adams Weaver, first assistant in the Popular division, Public library, Cleveland, O., was married recently to Alphonso W. Tower of Glendale, Cal. They are living at 237 South Kenwood Street, Glendale.

In the thirty-fifth annual report of the Public library, Pomona, Cal., Sarah M. Jacobus, librarian, states that "a library report is an indication of the intensity of higher life in the community served," and cites statistics to prove that this intensity in Pomona is by no means confined to a small group but is pretty evenly distributed through the city's population. In a population of 20,000 there are 10,426 borrowers, 52 per cent. The average number of books borrowed by each resident was 10.3v. From a stock of 52,204v. there was a circulation for home use of 207,468v., and a miscellaneous circulation of 25,762. A "short-order" information counter has been installed on the main floor to meet the constantly increasing number of questions referred to the library. Receipts for the year, \$26,344; expenditures, \$25,985.

A small booklet attractive in form and content carries the thirty-fourth annual report of the Public library, Seattle, Wash. Larger appropriations in 1924 made possible larger accomplishments and the library has again resumed normal service and growth after two years of struggling with reduced funds. A circulation of 2,219,019v. during 1924 not only establishes a new record but indicates that on an average each resident of Seattle borrowed 6.4v. The demands on the reference department are often greater than can be cared for with the present staff and equipment. In practically every department, the library's service is handi-

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capped because of cramped quarters and an earnest plea is made for a new or enlarged building if the library is to meet adequately the demands made on its resources. The need of more branches is also stressed. Since the central library and its nine branches can reach only about one-half of the city's school children, collections of books have been placed in 85 public and parochial schools.

The outstanding feature of the year was the increased use of non-fiction, every other class of books showing larger gains in circulation than novels. In its service to manufacturing plants, the library's research department can claim a very definite part in Seattle's industrial development. During the past year, there was an increase of 18 per cent in the use of books on building and of 14 per cent in the use of books on manufacture.

Statistics: 148 agencies, consisting of main library, 9 branches, 20 stations, 95 schools, 17 fire stations and 6 miscellaneous; population served, 346,556; total number of volumes, 368,612; total circulation for home use, 2,152,585v; registered borrowers, 83,769, 24 per cent of the population; total receipts from city, \$283,839; expenditures, \$290,804.

Canada

Ada Graham (B. A., Tor.), Wisconsin library school, and afterwards librarian in Vancouver, B. C., and Toronto, has been appointed chief of the Records department of the General hospital, Toronto.

Foreign

The fortieth annual report of the Edward Pease public library, Darlington, England, states that the organization of a separate department for young people is the outstanding feature of the library's development in the post-war period. The books for this department were selected with great care and since its opening considerable increase in the use of books other than fiction has been noted. The library now contains 39,637 books and pamphlets and in the past year circulated 217,737v. among 9304 individual borrowers. Reorganization of the reference department has resulted in increased use.

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Wanted—Position as librarian of small library; experienced. Address, Signor, 177 W. 126th St., New York City.

Wanted—Competent, trained and experienced librarian. Salary and details on application. Public library, New Philadelphia, O.

Wanted—Poole's Index to periodical literature, complete or in part. Public library, Birmingham, Ala.

Wanted—Experienced, trained librarian for head of a library of 14,000v. in a city of 8000 population. Public library, Eveleth, Minn.

Wanted—*PUBLIC LIBRARIES*, v. 24 (1919) complete with index and title page. State price. *PUBLIC LIBRARIES*, 216 W. Monroe St., Chicago.

Wanted—Library school graduate with B. A. degree and 10 years' public and school library experience wants executive position in or near Chicago. Alice Landgren, 407 S. Kostner Ave., Chicago.

Wanted—Public library, St. Joseph, Mo., desires head of circulation department; requirements, one year library school, ample experience, good personality; work to begin October 1. Write I. R. Bundy, librarian.

Wanted—By Iowa library commission, cataloger and organizer for work in the office and in state. Must have library school training, preference given to college graduate. Address, with full particulars, Secretary, Iowa library commission, State Historical building, Des Moines.

For sale—Two 12-tray card catalogs, Democrat Printing Co. make; practically new. Public library, Ladoga, Ind.

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